

Vol. III 2003

Higher Education Partnerships for Global Development

Knowledge
Cooperation
Results



ALO
THE ASSOCIATION LIAISON OFFICE
FOR UNIVERSITY COOPERATION IN DEVELOPMENT



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USAID Cooperative Agreement
HNE-A-00-97-00059-0

American Council on Education • American Association of Community Colleges
American Association of State Colleges and Universities • Association of American Universities
National Association of Independent Colleges and Universities
National Association of State Universities and Land-Grant Colleges

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TABLE OF CONTENTS

Introduction	1
Africa	5
Asia and the Near East	47
Europe and Eurasia	69
Latin America and the Caribbean	79
Conclusion	105
Appendix I: Partnerships by Subject and Special Designation	107
Appendix II: Lead U.S. Partnership Institutions by State	119
Appendix III: Lead Overseas Partnership Institutions by Country	123
About USAID and ALO	127

INTRODUCTION

The Institutional Partnerships program, supported by the United States Agency for International Development (USAID) with the Association Liaison Office for University Cooperation in Development (ALO), illustrates how the partnership approach to addressing development challenges around the world succeeds in different countries and in varying contexts. These partnerships illustrate the changing course of international development, from a strategy of assistance to one of cooperation, engaging numerous partners from the countries involved. This innovative approach makes each partner a stakeholder in the outcomes, successes, and eventual sustainability of the partnership, and allows USAID to draw upon the successes of the partnerships to inform policy and practice.

The partnership approach has become the paradigm of international development cooperation. Considerable expertise and resources exist within U.S. colleges and universities, and the higher education community has responded to the new model with enthusiasm and intellectual rigor. On the cutting edge of research in their chosen field, faculty with an international focus are the natural choice for leading innovative pilot projects in response to global development needs. Together with their overseas partners, U.S. faculty are designing and implementing the projects and programs that will leave a lasting legacy of real change in developing countries.

Since 1998, USAID has supported a growing number of higher education partnerships with ALO. ALO administers a Cooperative Agreement (HNE-A-00-97-00059-00) between USAID and the American Council on Education (ACE) with five other U.S. higher education associations.¹ ALO's Institutional Partnerships program supports competitive awards for partnerships among U.S. colleges, community colleges, and universities and higher education institutions in developing countries. These partnerships seek to address host country development needs and support USAID's goals and the strategic objectives of its country missions. The Workforce Development Partnerships program (1998-2002), a collaborative effort with the American Association of Community Colleges (AACC), supported partnerships



Participants at a training workshop on agroforestry in South Africa.
(Photo by Robin Rosa, Oregon State University. First Place, ALO Picturing Change Photo Competition)

¹ The American Association of Community Colleges, the American Association of State Colleges and Universities, the Association of American Universities, the National Association of Independent Colleges and Universities, and the National Association of State Universities and Land-Grant Colleges.

between two-year institutions in the United States and higher education institutions in USAID-assisted countries. The program aimed to strengthen the capacity of cooperating institutions to provide high-demand skills training relevant to local development needs. ALO also administers a program of Special Initiatives, which are spearheaded by USAID missions and target particular development challenges in the host countries. The results of these development programs and initiatives provide valuable lessons for USAID. ALO's policy roundtables, involving deliberation among USAID staff, scientists, and development experts across the higher education community on a broad cross-section of development issues, help inform future program and policy decisions.



Traditional pounding of mahangu (pearl millet) on the oshini (pounding ground) in the Mahanene region of northern Namibia. (Photo by Koushik Seetharaman, The Pennsylvania State University. Second Place, ALO Picturing Change Photo Competition)

ALO has administered 179 awards to international higher education partnerships in more than 55 countries, including the sustainability awards supported by the Education for Development and Democracy Initiative (EDDI) in 2000 (see page 9) and the United States–Mexico Training, Internships, Exchanges, and Scholarships (TIES) Initiative (see page 87). The most successful, enduring partnerships are those that identify mutual needs and strengths, create better mechanisms for the exchange of ideas and resources, maintain flexibility in addressing shared and individual goals, and build for the future by gradually broadening the scope of their collaborations. We are seeing that such partnerships continue to grow and make a vital contribution long beyond the initial period of seed funding.

Higher education partnerships are an important long-term investment in development cooperation and should be a key aspect of the United States's approach to international development. As suggested by ACE's policy paper *Beyond September 11: A Comprehensive National Policy on International Education*, partnerships for development are a vital part of the proposed national strategy to prepare for current international challenges, and part of the "global competence" toward which the country must now work.

The results are clear. Higher education development partnerships provide at least three key benefits:

- *Continuous Access to Critical Expertise.*

In an increasingly interdependent world, rapid access to new research, technical expertise, and information is critical. Long-term higher education linkages foster the steady exchange of knowledge and skills between partnering institutions, with e-mail and distance learning now facilitating a continuous flow of information. ALO partners work to overcome the restrictions of the ever-present digital divide and

find new ways to ensure equal access to not only new knowledge, but also the state-of-the-art technology that now transmits and houses this knowledge.

- *Cost-effective Engagements.* Pooling resources with a U.S. higher education institution or consortium bolsters a partner university's capacity to meet development challenges. Through cost sharing, institutions leverage their grant resources, and the whole becomes significantly greater than the sum of its parts. In existing USAID-sponsored partnerships, it is not unusual to see higher education institutions contributing as much as 100 percent of the amount received through the award. College and university contributions also help leverage funding from business and community partners.

- *Sustainable Results.* Investments in building higher education partnerships, strengthening institutions, and training leaders yield long-lasting results. Individuals trained through such partnerships often become public officials, university presidents, business leaders, and other community leaders. Higher education collaboration also strengthens education institution infrastructure and builds stronger, more responsive institutions that promote long-term self-sufficiency. The capacity of overseas universities and other organizations to identify and solve problems using local resources is a critical factor in the sustainability of these international development efforts.

In addition, now more than ever, international development partnerships are poised to make a genuine contribution to peace, prosperity, and global security efforts. Experience has proven that when U.S. universities contribute to international development, both



Farm interns at the Fort Cox College of Agriculture and Forestry in South Africa experiment with digital video and still images. (Photo by Jeff Hino, Oregon State University. Third Place, ALO Picturing Change Photo Competition)

the United States and cooperating countries benefit. Benefits include:

- The application of insights, knowledge, and practical experience gained from international partnerships, which helps bolster the nation's competitive edge in diverse areas such as agriculture, environmental management, micro-enterprise development, and information technology.
- The development of sharper global perspectives for faculty and students engaged in international development.
- The strengthening of bridges of mutual understanding and cooperation between the United States and other nations, contributing to global peace and stability.

As described in the following pages, higher education partnerships get results. Partnerships pay dividends at home, through more problem-centered curricula, research that serves the public good, improved international relations, and a renewed ethos of community responsibility. Partnerships foster similar changes at host country institutions, equipping them to address future development challenges.

AFRICA

“Community educators indicated at the closeout workshop that they had become empowered and felt they were leaders in their communities. They became teachers at the University of Durban–Westville workshop after their training, but they went beyond just training peer educators and residents in water sanitation, hygiene, and HIV/AIDS prevention. They have become consultants to the residents in their community on a range of issues dealing with orphan care and disease prevention to sewing and gardening skills.”

–Dr. Hari Garbharran, Middle Tennessee State University/University of Durban–Westville (South Africa)

Since 1998, ALO has supported 72 higher education partnerships in sub-Saharan Africa. South Africa has hosted 25, the largest number of partnerships. Ethiopia has hosted eight partnerships, and Ghana has hosted six. Kenya has hosted five, while Namibia and Tanzania closely follow with four each. Both Malawi and Nigeria have hosted three. Botswana, Eritrea, Rwanda, Senegal, and Uganda have each hosted two, while Angola, Mozambique, and Zambia have each hosted one.

The Africa partnerships target a wide range of development objectives, from telemedicine to pesticide disposal, from goat breeding to the development of an independent media, from workforce development to distance education, from HIV/AIDS education to microenterprise development. In cooperation with the American Association of Community Colleges (AACC), seven of these collaborations earned grants through the Workforce Development Partnerships Program. Another 22 partnerships received \$2,096,190 in funding through the Education for Development and Democracy Initiative (EDDI). Three partnerships received a total of \$4,127,042 in funding through the U.S. Agency for International

Development (USAID) missions in the host countries of Rwanda (\$3,879,183) and Ethiopia (\$150,000 and \$97,859). In 2000, EDDI awarded \$793,008 in sustainability grants to 10 existing ALO partnerships in Africa.

ANGOLA

MISSISSIPPI CONSORTIUM FOR INTERNATIONAL DEVELOPMENT/AGOSTINHO NETO UNIVERSITY

Award Dates: 1998, 2000 Sustainability

Award Amounts: \$100,000 (1998),
\$100,000 (2000)

Proposed Cost Shares: \$536,289 (1998),
\$287,132 (2000)

Other Funds Leveraged: \$900,000

Other Partners: Angolan Ministry of Education;
Angolan Ministry of Planning; Angolan
Ministry of Public Administration,
Employment, and Social Security; and
National Institute of Public Administration

The goals of this partnership are to enhance Agostinho Neto University's (ANU's) institutional capacity to train public managers in management and administration and to



address the shortage of skilled public administrators after two decades of civil war. The partnership has created a Department of Political Science and a Department of Management and Public Administration at ANU. Additionally, MCID and ANU have provided in-country training to 121 local government managers in economic development, financial management, budget management, and grant writing. Six ANU faculty trained in the United States in curriculum development in July 2001, and six trained in the United States in distance learning in October 2001. Since the beginning of the grant, 133 faculty and local government officials have participated in training programs and workshops. The first classes in ANU's newly established Department of Political Science and Department of Management and Public Administration began in April 2003. A total of 850 students are enrolled in the two departments. ANU leveraged funds for the construction and furnishings of a new Faculty of Letters and Social Sciences building to house the two new departments. Through the ALO grant, the partnership leveraged additional grants from USAID to equip a computer laboratory within the new Faculty. The Faculty of Letters and Social Sciences and the computer laboratory were inaugurated in November 2002.



BOTSWANA

OREGON STATE UNIVERSITY/UNIVERSITY OF BOTSWANA

Award Date: 2000

Award Amount: \$99,911

Proposed Cost Share: \$166,398

Other Funds Leveraged: \$48,011

Other Partners: Conservation International;
Consortium for Wildlife Conservation

By developing the institutional and resource capacity of the Harry Oppenheimer Okavango Research Center (HOORC) at the University of Botswana (UB), the partnership between Oregon State University (OSU) and UB seeks to improve regional efforts in sustainable natural resource management. The Consortium for Wildlife Conservation (CWC), OSU, and the HOORC have conducted three training programs in laboratory management, environmental education, and ecotourism to help the HOORC develop its own ecotourism and education program. Four UB faculty participants recently completed training programs based at OSU in field research techniques and coordination, environmental outreach programs for secondary schools, and natural resource management. The HOORC and OSU continue to develop a two-way student internship exchange program. This collaboration has helped HOORC faculty and staff address issues of environmental degradation and management of trans-boundary water resources as well as other environmental issues. In addition, the partnership has initiated long-term, collaborative, interdisciplinary research projects with elephants and hippos, both key species in the Okavango Delta. The partners expect the results of this work to enhance regional management initiatives.

WASHINGTON STATE UNIVERSITY/UNIVERSITY OF BOTSWANA

Award Date: 2000

Award Amount: \$99,436

Proposed Cost Share: \$234,753

Other Funds Leveraged: \$130,000

Other Partners: Botswana College of Agriculture;
Total Land Care (Malawian nongovernmental organization)

Washington State University (WSU) and the University of Botswana (UB) are engaged in pilot activities to strengthen skills in environmental and natural resource management, infuse technology into teaching, and communicate scientific results to local communities. The collaboration aims to develop programs and policies focusing on the use of informa-

tion technology for instruction. WSU and UB faculty have designed a joint degree program in environmental science, enhanced course materials for undergraduate and graduate students, and developed outreach programs to encourage improved soil conservation, agroforestry, and sustainable management of indigenous flora. One UB faculty member completed an e-learning internship at WSU that began in the fall of 2002. Two faculty members from the Botswana College of Agriculture (BCA) enrolled in Ph.D. programs at WSU in biological systems engineering and plant pathology. In January 2003, an additional BCA faculty member began a Ph.D. program in animal science/veterinary medicine. In early 2003, WSU and UB completed a markets and chemical properties assessment of



USAID and ALO: New Models for International Development Cooperation

American colleges and universities have long been seen as a highly important source of expertise for international development. ALO acts as a link between U.S. colleges and universities and USAID, by encouraging international higher education partnerships that address strategic development goals. ALO partnerships involve higher education institutions in each USAID region of focus. Seventy-two of the partnerships target countries in Africa, 55 work in Latin America and the Caribbean, 37 focus on Asia and the Near East, and 15 work in Europe and Eurasia. A number of countries host multiple ALO partnerships, including Mexico (35), South Africa (25), Ethiopia (8), Peru (7), West Bank/Gaza (7), Ghana (6), Nepal (6), Russia (6), and Kenya (5). To date, ALO's 179 partnerships have engaged more than 100 U.S. colleges, community colleges, universities, and consortia of higher education institutions in more than 55 developing countries around the world.

Each ALO partnership addresses USAID objectives in the host country. To ensure that projects fit within broader USAID strategic plans, ALO requires partnership proposals that include a statement of support from the relevant USAID mission. During the period of ALO funding, ALO encourages project directors to interact regularly with mission officials to keep them informed about partnership activities. Given the mix of USAID objectives in different countries, the topic areas of ALO partnerships are wide-ranging. They include childhood nutrition, emergency medicine, HIV/AIDS prevention, judicial reform, math and science education, renewable energy technologies, small business development support, and transboundary water resource management. Inherent in the design and implementation of all ALO partnerships is USAID's goal of building human capacity through education and training (see Appendix I for a list of partnerships by area of focus).

species that are important for soil fertility, soil conservation, biodiversity, and other environmental factors in Southern Africa. Plans are under way between WSU and UB to integrate distance education courses with the new School of Environment and Natural Resource Sciences program at WSU. The partners have begun developing a collaborative graduate course on natural resource use policies to be offered in fall 2003 in WebCT format to WSU, UB, and BCA students.



ERITREA

RIVERSIDE COMMUNITY COLLEGE/UNIVERSITY OF ASMARA

Award Dates: 1999 AACC, 2000 Sustainability (completed September 2002)
Award Amounts: \$47,500 (1999), \$47,500 (2000)
Final Cost Share: \$222,451
Other Partners: University of California–Riverside; Greater Riverside Chamber of Commerce; Loma Linda University

By establishing links with faculty and developing curricula that both Riverside Community College (RCC) and the University of Asmara (UA) follow, faculty participants in this partnership developed distance education courses in computer science and offered job training for workforce development in both communities. The partnership staff updated and modified the distance education curricula for 22 Computer Information Systems (CIS) courses, 11 Office Applications (OFC) courses (including paralegal and workforce development), and 26 CIS/OFC cross-listed courses. The faculty, the advisory panel, and the curriculum committee approved two database and three workforce development certificate paths, and faculty developed new online courses ready for delivery. RCC shared nursing and criminal justice curricula with UA. Two faculty underwent training in CISCO networking, 75 students completed the Cisco

Certified Network Associate (CCNA) certification process, and a CISCO/GIS lab was established to support health care and health geographics training. The partnership continues to offer four online and 12 mini-certificate courses in computer science, business, secretarial sciences, CIS, and Geographic Information Services (GIS).

VIRGINIA STATE UNIVERSITY/UNIVERSITY OF ASMARA/ERITREAN MINISTRY OF AGRICULTURE

Award Date: 1998
Award Amount: \$99,856
Proposed Cost Share: \$121,781
Other Funds Leveraged: \$10,050
Other Partner: Ver-Tech Inc. (U.S. Company)

Virginia State University (VSU) and the University of Asmara (UA) are collaborating to domesticate the indigenous vernonia plant (*Vernonia galamensis*) as a viable industrial oil crop in Eritrea. Vernonia is drought resistant, and its seeds contain environmentally friendly oil that is widely used in industrial applications. Collaborative research has led to the identification of several varieties that the partners now produce for distribution to farmers. More research is underway to identify agronomic practices that give optimum seed yield and to identify seed cleaning and processing systems. The entomology program at VSU also has been exploring the use of vernonia leaf extract as a pesticide. Partners organized two field days at the Halhale research station; attendees included more than 150 local farmers, students and faculty from UA, officials from the Ministry of Agriculture, and representatives from the Food and Agriculture Organization and other international agencies. The partnership conducted several workshops for more than 120 host country researchers, students, and extension agents. The workshops included principles and techniques of experimental design and field layout; guidelines for conducting scientific research and publication; strategies and techniques for

Education for Development and Democracy Initiative (1999–2003)

The Education for Development and Democracy Initiative (EDDI) was launched following President Clinton's 1998 visit to Africa. The initiative was designed to strengthen African educational systems and promote Africa's integration into the world community of free-market democracies. Under the auspices of the National Security Council, an interagency committee with representatives from the Department of State, USAID, and the Peace Corps, coordinated EDDI, with additional support from the Environmental Protection Agency and the Departments of Agriculture, Defense, Education, and Labor.

One component of the EDDI program supported partnerships between U.S. and African higher education institutions, enabling them to apply their shared expertise to development challenges. As part of its commitment, EDDI pledged funds in both 1999 and 2000 to support partnerships with institutions in Africa.

In 2000, existing ALO partnerships in Africa were invited to submit proposals for awards to enhance the sustainability of their cooperation. The sustainability grants matched the initial awards. Several partnerships were selected for sustainability grants through this competition:

- Bronx Community College/University of Natal–Pietermaritzburg (South Africa, 2000)
- Cleveland State University/Copperbelt University of Zambia (2000)
- Edinboro University of Pennsylvania/University of the Free State (South Africa, 2002)
- Highline Community College/Polytechnic of Namibia (2000)
- Highline Community College/National Access Consortium, Western Cape (South Africa, 2000)
- Langston University/Oklahoma State University/Alemaya University (Ethiopia, 2002)
- Langston University/Debu University, Awassa College of Agriculture (Ethiopia, 2000)
- Middle Tennessee State University/University of Durban–Westville (South Africa, 2000)
- Mississippi Consortium for International Development/Agostinho Neto University (Angola, 2000)
- Ohio University/University of Maiduguri (Nigeria, 2002)
- Oregon State University/University of Fort Hare (South Africa, 2000)
- Prince George's Community College/Vista University (South Africa, 2000)
- Riverside Community College/University of Asmara (Eritrea, 2000)
- Spelman College/Durban Institute of Technology (South Africa, 2002)

For more information on EDDI, visit the web site at <http://www.eddionline.org>.

better oral and poster presentation; and the potential of soybeans for grain and vegetable use in Eritrea. Partners completed processing, including threshing, cleaning, and weighing harvested vernonia seeds, and have been compiling the three-year data. The UA director

of freshmen visited VSU, where he studied freshman activities, examined the possibility of creating new linkages, and met with administrators in the registrar, students, and academic affairs offices for possible duplication of systems and activities at UA.

ETHIOPIA

CORNELL UNIVERSITY/BAHIR DAR UNIVERSITY

Award Date: 2003

Award Amount: \$117,618

Proposed Cost Share: \$88,261

Other Partners: Amhara Micro-Enterprise
Agriculture Research Extension and
Watershed Management Project; Amahara
Regional Agricultural Research Institute

The partnership between Cornell University and Bahir Dar University is training a cadre of young professionals in integrated watershed management in Ethiopia. The focus is on Lake Tana and its watershed, near Bahir Dar University. Partnership activities involve integrative and interdisciplinary training of 100 students who, once they graduate, can better manage existing natural resources. The partners aim to enhance agricultural production to provide food security programs for current and future generations in Ethiopia.

LANGSTON UNIVERSITY/DEBUB UNIVERSITY, AWASSA COLLEGE OF AGRICULTURE

Award Dates: 1998, 2000 Sustainability

Award Amounts: \$100,000 (1998),
\$100,000 (2000)

Proposed Cost Share: \$66,688 (1998),
\$37,255 (2000)

Other Partner: Oklahoma State University

Other Funds Leveraged: \$6,000

This partnership seeks to (1) enhance the teaching, research, and extension capability of the Awassa College of Agriculture at Debub University (DU), (2) improve the computer facilities on the campus, and (3) enhance food security of the surrounding villages by establishing women's groups for goat production. Since 1998, 114 women have received two goats each as well as production training. The women use the goats for milk production and for sale as meat. In a little more than three

years, one woman produced a herd of 11 goats. Partners have established a national small ruminant research and development network, which enables them to share information on research and extension activities. Two staff members from agricultural high schools received training in the basics of goat production, two DU staff members received training in surgical procedures, and three visiting scholars from DU completed research at Langston University on aspects of goat production relevant to Ethiopian conditions. A DU faculty member received training in adult education and extension at Oklahoma State University (OSU), and held a workshop on adult education with an OSU faculty member that trained an additional 37 DU staff. Partners also purchased computers and networking hardware, and installed a computer lab at DU. Three seminars were given at DU on multimedia applications, the use of the computer laboratory in classroom instruction, and the use of multimedia in classrooms and in extension activities. Partners then used multimedia in extension presentations to villagers participating in the goat-raising program. In all, more than 200 Ethiopians have received training.

LANGSTON UNIVERSITY/OKLAHOMA STATE UNIVERSITY/ALEMAYA UNIVERSITY

Award Date: 2002

Award Amount: \$100,000

Proposed Cost Share: \$48,105

The collaboration between the lead institutions of Langston University (LU) and Alemaya University (AU), with additional support from Oklahoma State University (OSU), seeks to improve the research, extension, and teaching capabilities of AU staff, with a particular emphasis on supporting a Ph.D. program in animal genetics and breeding. This broad objective is being met through a program

designed to integrate the training of AU staff in research, breeding, and health with a development project aimed at expanding and strengthening the extent and impact of AU's current extension activities. This extension program provides women's groups with goats and training for goat production. Two LU scientists traveled to AU and presented a short training course on multimedia presentations and the use of PowerPoint in addition to seminars on scientific manuscript review and ruminant nutrition. One AU scientist traveled to LU in the spring of 2003 for six months of training in parasitology, breeding, semen collection and freezing, and artificial insemination. He conducted a research trial at LU to evaluate the milk production potential of Spanish and Boer x Spanish crossbred goats, and collected semen from Boer bucks for an artificial insemination program at AU aimed at increasing growth and milk production potential of village goats. Partners identified the villages and women who will participate in the development program. More than 40 Ethiopian women received two female goats apiece and have begun production training. In return, they must repay two young goats to the project for future collaborators. In all, more than 100 Ethiopians have received training.

MIDDLESEX COMMUNITY COLLEGE/ADDIS ABABA COMMERCIAL COLLEGE

Award Date: 1998 (completed December 2000)

Award Amount: \$49,861

Final Cost Share: \$42,195

Other Funds Leveraged: \$5,000

Other Partners: Lowell (Massachusetts) Small Business Assistance Center

Middlesex Community College and Addis Ababa Commercial College (AACC) have fostered entrepreneurship training in Ethiopia through the development of a small business assistance center at AACC. In July 2000, the U.S. partners traveled to Addis Ababa to conduct training sessions to prepare for the

December 2000 opening of the Micro and Small Business Assistance Center (MSBAC). The visit resulted in the production of draft operations and training program manuals to help the partners develop a business plan for the center. Middlesex has helped equip the MSBAC with training videos, CD-ROMs, and guidebooks; computer diskettes; small business management textbooks; "how-to" guides on business plan development, starting a small business, and legal issues; and listings of more than 300 U.S. companies with affiliates and/or offices in Ethiopia. The partners also developed a new course on entrepreneurship and incorporated it into the small business curriculum at AACC. This partnership has trained five AACC faculty and administrators through eight exchange visits of Middlesex faculty and staff of the Lowell Small Business Assistance Center.

OREGON STATE UNIVERSITY/WONDO GENET COLLEGE OF FORESTRY OF DEBUB UNIVERSITY

Award Date: 2003

Award Amount: \$124,898

Proposed Cost Share: \$52,247

Other Partners: Ethiopian Agricultural Research Organization; Forestry Research Center

The partnership between Oregon State University (OSU) and the Wondo Genet College of Forestry (WGCF) of Debub University seeks to strengthen human and institutional capacity among OSU, WGCF, and the Forestry Research Center (FRC). Partners are designing an educational, research, and outreach program in natural resource management at WGCF. WGCF and FRC faculty and staff are being trained in the use of instructional technology to deliver lectures and seminars, communicate research results, write proposals, and prepare scientific papers and reports. OSU is assisting WGCF and FRC to conduct needs assessments that will lead to more efficient and effective use of resources. In April 2003, natural resource experts at OSU



and lead faculty at WGCf began exchanging information and planning activities to develop an integrated natural resources management curriculum. Partners also have started to inventory and evaluate existing and needed resources at the Ethiopian institutions, including personnel, facilities, services, and finances.



UNIVERSITY OF ALABAMA/MEKELLE UNIVERSITY ~ SPECIAL INITIATIVE

Award Date: 2001

Award Amount: \$150,000

Proposed Cost Share: \$142,709

The University of Alabama (UA) and Mekelle University are collaborating to build capacity within Ethiopia's legal sector. The UA is assisting the recently established Mekelle University Law Faculty (MULF) to deliver degree, diploma, and continuing education programs, and to provide appropriate research and service to the surrounding community. Partners addressed the lack of teaching materials at Mekelle by introducing Westlaw and LexisNexis and by making UA's resources available through a connection to the UA library. The MULF faculty now has access to new, important articles and publications in their teaching and research fields. A MULF law librarian participated in a two-month internship at the UA law library, where he learned how to train others in Westlaw and LexisNexis. One MULF faculty member completed a master of law program at UA, and two additional MULF faculty members continue to pursue advanced law degrees at UA. Visiting UA faculty have conducted lectures on administrative and environmental law, law and anthropology, and family law. The vice minister of education and the presidents and provosts of Ethiopian universities with new faculties of law have asked UA to broaden the linkage to incorporate all faculties of law in Ethiopia.

UNIVERSITY OF GEORGIA/UNITY UNIVERSITY COLLEGE ~ SPECIAL INITIATIVE

Award Date: 2001

Award Amount: \$97,859

Proposed Cost Share: \$66,587

The University of Georgia (UGA) and Unity University College (UUC) have partnered to develop an independent and responsible media in Ethiopia. They are expanding Unity's curriculum, transferring expertise on journalism instructional techniques, and providing design and technical support to allow the journalism faculty to build a web site that will help students develop journalism skills through access to web-delivered journalism. UGA faculty conducted three short courses on media management, the basics of interviewing for journalists, and the basics of visual communication. Fourteen journalists from Ethiopian Television attended a workshop that provided media management training and basic newsroom management skills. Ten working journalists from Addis attended a workshop held by UGA faculty through Unity's Outreach Office that focused on issues of news definition and selection. Twelve journalists, most from Ethiopian Television, participated in a workshop on visual communication. The partners have presented to UUC's Information Technology Department staff a prototype web site they developed for UUC students in the Journalism and Communication Department. The partners are exploring ways to integrate the prototype web product with Unity's new web site. The journalism and communication program has been expanded from a diploma program to a bachelor's degree-granting program, and 48 textbooks have been delivered to Unity for use in developing courses in the new curriculum.

UNIVERSITY OF ILLINOIS AT CHICAGO/ADDIS ABABA
UNIVERSITY

Award Date: 2002

Award Amount: \$99,914

Proposed Cost Share: \$114,679

Other Funds Leveraged: \$20,950

Other Partners: Council of International Programs USA; a network of government and non-profit agencies in the greater Chicago area; Ethiopian Christian Relief and Development Agency

The University of Illinois (UIC), Addis Ababa University (AAU), the Council of International Programs USA (CIPUSA), and a network of government and nonprofit agencies in the greater Chicago area are partnered to strengthen AAU's undergraduate curriculum in social work and to establish the first-ever master's degree in social work in Ethiopia. The graduate program will be established at AAU as a new School of Social Work. During a series of planning meetings, partners outlined the framework for a curriculum in social work that focuses on poverty reduction, and they formed an Advisory Committee whose members will participate in the long-term development of social work education at AAU. Partners also held two workshops for NGO leaders hosted by the Christian Relief and Development Association, an umbrella organization of 280 NGOs in Ethiopia. Sixty-one NGO leaders and staff attended a seminar on fundraising and grant development, while another 33 attended a seminar on conflict management. In conjunction with the workshops, three surveys were fielded, which were designed to assess community interest in graduate social work and to obtain input on the structure and the content of the new program: a practitioner survey, a manager/supervisor survey, and a personnel/human resource survey. Partners also designed and launched a partnership web page.

GHANA

SUFFOLK UNIVERSITY/UNIVERSITY OF CAPE COAST

Award Date: 2003

Award Amount: \$124,636

Proposed Cost Share: \$43,953

Other Partners: Municipal government of Sekondi-Takoradi

Suffolk University and the University of Cape Coast (UCC) are seeking to increase institutional capacity to provide nontraditional educational and support services to municipal and local governments in Ghana. Anticipated project outcomes include: UCC and the Sekondi-Takoradi municipal government collaboration on development challenges; stronger capacities of UCC and the Sekondi-Takoradi municipal government in local and regional economic and social development; and the dissemination of economic and social policy advice to the Sekondi-Takoradi municipal government. Among other activities, the partners will (1) develop a training module on managerial and administrative techniques and a training module on the techniques and methods of planning; (2) conduct a workshop on the economic competitiveness of the municipality and the region; and (3) establish an "economic intelligence unit" at UCC linked to local governments, beginning with the government of Sekondi-Takoradi. This unit will serve as a clearinghouse of data for prospective investors and municipal managers in Ghana. It will also be a valuable resource for researchers and investors and allow universities to engage more fully in policy debates. In 2004, the partners expect to analyze the poor performance of junior high school pupils in the Shama area of Sekondi-Takoradi on the Basic Education Certificate Examination.

UNIVERSITY OF DELAWARE/INSTITUTE OF LOCAL
GOVERNMENT STUDIES/ERASMUS UNIVERSITY

Award Date: 2000 (completed April 2003)

Award Amount: \$99,640

Final Cost Share: \$247,939

Other Partners: International Union of Local

Authorities; National Association of Local
Authorities in Ghana

The University of Delaware (UD), the Institute of Local Government Studies (ILGS), and the Institute for Housing and Urban Development Studies (IHS) at Erasmus University in The Netherlands collaborated to strengthen democratic decentralization in Ghana. Through the use of information technology, the partners helped ILGS deliver more high-quality training, applied research and consulting services, and information and documentation services to local government officials, members of the district assemblies, and local nongovernmental organizations. Over the course of the collaboration, the ILGS partners worked with their UD counterparts, learning how to (1) organize and manage a web-based training and communications network; (2) develop and use CD-ROMs for training; (3) make the services and resources of the ILGS library more readily available to local governments; and (4) more effectively market ILGS's services to district-level officials. UD also helped bolster IHS's investment in Ghanaian higher education by assisting in the development of ILGSNet, a prototype web-based interactive net system for distance-learning courses and training, and by developing surveys to help prepare plans for further improving training and library services at ILGS. Partnership efforts were given a significant boost by an endorsement from Ghana's minister of local government and rural development during his IHS-sponsored visit to UD and Washington, DC, in 2001.

UNIVERSITY OF MARYLAND EASTERN
SHORE/UNIVERSITY OF CAPE COAST/CENTRAL
REGIONAL DEVELOPMENT COMMISSION

Award Date: 1998 (completed August 2002)

Award Amount: \$100,000

Final Cost Share: \$204,421

Other Partners: Department of Game and Wildlife;
Ghana Museum and Monuments Board;
Ghana Fire Service; Ghana Tourist Board;
Assin Apimanim Traditional Council;
Coconut Grove; Best Western; Ghana
Airways

This partnership between the University of Maryland Eastern Shore (UMES), the University of Cape Coast (UCC), and the Central Regional Development Commission has promoted ecotourism and economic development in central Ghana by improving the technical and management skills of Ghanaians in the hospitality industry. The partners administered a needs assessment survey to hoteliers and organizations in the region—one of the country's least economically developed areas—and conducted a series of workshops for nearly 100 local entrepreneurs on hotel management issues and fire safety measures. They also offered new courses on cultural education in the tourism program at UCC. Two UCC students studied hotel and restaurant management at UMES and served as interns at a hotel in Ocean City, Maryland. The partners involved numerous Ghanaian partners in their project activities and organized a hospitality advisory committee comprised of representatives from hospitality committees throughout Ghana. An Africa/African-American Studies degree program was initiated at UMES in 2001.

UNIVERSITY OF NORTHERN IOWA/UNIVERSITY OF
CAPE COAST

Award Date: 2002

Award Amount: \$99,892

Proposed Cost Share: \$52,540

Other Partners: Ghana Education Service;
Ministry of Health; various district/unit
assemblies, community development
committees, and primary schools in Ghana

The University of Northern Iowa (UNI) and the University of Cape Coast (UCC) are partnering to respond to the pressing need for public health services in the rural, impoverished, and underserved areas of Ghana through a train-the-trainer program that integrates cultural competency, public health education, and field-based experiential learning. UNI and UCC aim to increase institutional capacity to train effective health educators; improve access to community health education in schools and underserved communities; reduce health risks in underserved communities; and initiate a certificate course in health education at UCC as a prelude to the development of the first-ever bachelor's degree program in that field in Ghana. Through a series of intensive workshops, the partnership has trained 68 UCC faculty and students on conducting culturally appropriate needs assessments and data analysis to identify the training needs of students and the health needs of rural communities. Two UNI interns who traveled to Ghana with a faculty member to assist in the needs assessment household survey also donated supplies and dental care materials to schools in two villages, donated first aid materials to a clinic in one village, and taught HIV/AIDS/pregnancy prevention at a vocational school for girls.

UNIVERSITY SYSTEM OF GEORGIA/UNIVERSITY OF
CAPE COAST

Award Date: 2000 (completed June 2003)

Award Amount: \$97,500

Final Cost Share: \$26,787

Other Partners: University College of Education–
Winneba

The University System of Georgia (USG), headed by Kennesaw State University, and the University of Cape Coast (UCC) partnered to train Ghanaian faculty in the use of instructional technology (IT) for basic education. In 2000, eight UCC faculty members received trainers' training—in areas including Windows 2000, Excel, Access, PowerPoint, Internet, e-mail, software troubleshooting, and Web page design—at four universities within USG and became certified as IT trainers. Upon returning to Ghana, they trained an additional 52 educators. In 2001, eight UCC faculty members received trainers' training at all seven USG institutions and received their certification. In 2002, one of them established his own IT training center in Ghana, which targets local elementary and junior secondary school-teachers. Through the multiplier effect, these 16 "supertrainers" have already trained hundreds of educators, primarily through the new Center and UCC's Department of Primary Education. The partners have received 20 privately donated computers and continue to seek additional equipment and resources for both the training institutions and local schools. They have disseminated partnership results at various venues, including the annual conferences of the African Studies Association, the Georgia Association of Teacher Educators, and the Ghana Association of Science Teachers.



UNIVERSITY OF SOUTH FLORIDA/UNIVERSITY OF
CAPE COAST/UNIVERSITY COLLEGE OF EDUCATION
OF WINNEBA

Award Date: 2000

Award Amount: \$99,878

Proposed Cost Share: \$54,432

Other Partners: Ghana Education

Service/Curriculum Research and
Development Division; U.S. Peace Corps

The University of South Florida (USF), the University of Cape Coast (UCC), and the University College of Education of Winneba (UCEW) have teamed to strengthen institutional capacity to support curriculum development and improve teacher training in Ghana. The partners seek to enhance testing and continuous assessment” (CA) expertise within the Ghana Education Service/Curriculum Research and Development Division (GES/CRDD) and to establish UCC and UCEW as the primary institutional resources for CRDD. Since the beginning of the project, the partners have conducted five exchange and study visits between Ghana and Florida and have prepared a proposal to revise and improve Ghana’s CA system for public schools, grades 1 through 9. The GES approved the proposal and recommended its implementation. The partners continue to develop and fine-tune the overall format of the CA system before it is introduced into the public school system. CRDD established Internet connectivity with USF and UCC to ease communication and improve access to resources, including online curriculum development courses and partner web pages.

KENYA

AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF
SCIENCE/JOMO KENYATTA UNIVERSITY OF
AGRICULTURE AND TECHNOLOGY

Award Date: 2001

Award Amount: \$99,489

Proposed Cost Share: \$38,900

Other Funds Leveraged: \$17,500

Other Partners: African Women in Science and Engineering (AWSE); American Association of Colleges and Universities (AAC&U); Consultative Group on International Agricultural Research (CGIAR); Egerton University (Kenya); International Women in Science and Engineering (IWSE); Kenyatta University (Kenya); Makerere University (Uganda); Maseno University (Kenya); Moi University (Kenya); Sokoine University (Tanzania); University of Nairobi (Kenya)

This partnership aims to catalyze a concerted university response both on campuses and within local communities to the HIV/AIDS pandemic. It has engaged U.S. and African universities in a shared commitment to greater civic engagement and emphasizes women’s leadership. Eight East African universities conducted a three-day workshop to create a common awareness of the opportunities to reform science education for informed, responsible engagement with HIV/AIDS. Participants presented different models for course changes. As a result of the workshop, Moi University revised a core course taught to all first-year students to incorporate HIV/AIDS as the subject through which they learn to apply such skills as writing and research. Egerton University modified a third-year zoology course to incorporate HIV/AIDS topics and developed a new “Biology of HIV/AIDS and Society” core course. In addition, seven universities prepared proposals—largely centered on course changes for greater classroom engagement with HIV/AIDS issues—and submitted them to AWSE for competitive review. Five of these universities

(Egerton University, Jomo Kenyatta University of Agriculture and Technology, Kenyatta University, Maseno University, and Sokoine University) won travel grants to participate in the 2002 Science Education for New Civic Engagement and Responsibilities (SENCER) Institute, and earned startup funds for their projects. After returning from the Institute, the African university teams obtained support from university administrators for their new and modified courses on HIV-related topics and held planning and training meetings for participating lecturers to institutionalize the HIV components into university curricula. Egerton, Maseno, and Kenyatta universities have incorporated students into the course planning process through formal and informal discussion groups. Blackwell Science Publishers, Jones & Bartlett, and the American Public Health Association have donated and distributed more than 400 educational books on HIV/AIDS to the five African universities, along with CD-ROMs containing recent research and other HIV-related information.

INDIANA UNIVERSITY/MOI UNIVERSITY COLLEGE OF HEALTH SCIENCES

Award Date: 2001

Award Amount: \$99,739

Proposed Cost Share: \$194,579

Other Funds Leveraged: \$1,093,800

Other Partners: Moi Teaching and Referral Hospital (MTRH); Mosoriot Rural Health Training Center (MRHTC)

Indiana University and Moi University College of Health Sciences (MUCHS) are collaborating to more effectively manage HIV/AIDS in Kenya by improving medical school education, health care delivery, and research. MUCHS has enhanced the curriculum of its community-based education and service program (COBES) to include objectives related to HIV/AIDS, including HIV risk reduction, communication skills about sexuality and decision making, and counseling

for testing and prenatal HIV prophylaxis. Mosoriot Rural Health Training Center (MRHTC) faculty has trained 270 health profession students under this new curriculum. Ninety traditional birth attendants have been trained in HIV prevention, and Mosoriot community leaders and elders have participated in a number of public meetings in which HIV awareness and prevention education has been a major focus. MUCHS has established a laboratory capable of diagnosing sexually transmitted diseases, and the laboratory now provides CD4/CD8 counts, viral loads, and HIV antigen tests. Valid and reliable HIV/AIDS testing kits also have been made available at MRHTC. The testing policy at MRHTC's antenatal clinic now includes HIV/AIDS testing as the standard, routine care for all women. One MUCHS lab technician received training in molecular diagnostic techniques, and the university trained three nurses and one clinical officer to provide HIV services at MTRH and MRHTC. More than eight MRHTC health workers participated in a week-long training workshop orienting them to the problem of HIV/AIDS, and three Department of Medicine faculty members, two Pediatrics faculty members, and one Ob/Gyn faculty member received HIV/AIDS training. This partnership has been selected to participate in the Mother to Child Transmission of HIV (MTCT)-Plus initiative, which guarantees care for life for up to 750 persons. Overall, more than 1,000 HIV-infected persons are now being followed in the HIV clinics, and more than 300 persons have been treated with anti-viral drugs. Approximately 90 percent of the pregnant mothers at MTRH participate in a program to prevent transmission of HIV to their children.



STATE UNIVERSITY OF NEW YORK,
CORTLAND/UNIVERSITY OF NAIROBI

Award Date: 1999 (completed February 2001)

Award Amount: \$100,000

Final Cost Share: \$89,634

Other Partners: Africa Nazarene University;
Broome County Community College;
Catholic University of Eastern
Africa/Baraton; College of Environmental
Science and Forestry; Daystar University;
Egerton University; Empire State College;
Eveready Batteries; Jomo Kenyatta
University of Agriculture and Technology;
Kenya Agricultural Research Institute;
Kenya Association of Manufacturers; Kenya
Management Assistance Programme;
Kenya Medical Research Institute; Kenya
Ministries of Education and Health; Kenya
Polytechnic; Kenya Technical Teachers
College; Kenyatta University; Methodist
University at Baraton; Moi University;
Mombasa Polytechnic; Murang'a College of
Technology; Rift Valley Institute of Science
and Technology; Tompkins Cortland
Community College; United States
International University/Africa;
USAID/Kenya; U.S. Embassy/Nairobi

This partnership introduced the U.S. community college model into the Kenyan system of higher education to increase access to postsecondary education and to produce an educated workforce. The partners convened a two-week conference in Kenya in March 2000 to assess the country's educational needs. The conference attracted 70 participants, including faculty and administrators from six U.S. and 11 Kenyan higher education institutions, government leaders, and representatives of local nongovernmental organizations and businesses. The vice president of Kenya opened the conference. In November 2000, a second conference at the State University of New York, Cortland (SUNY-Cortland) produced three broad course outlines in the areas of community health education (including

HIV/AIDS), natural resources management, and microenterprise development.

Participants also discussed a request from the government of Kenya to SUNY to expand its involvement in Kenya's higher education system, and they outlined strategies for infusing critical thinking and using distance education. This initiative sparked discussions between SUNY-Cortland and Kenya's Ministry of Education on the possibility of converting Murang'a Teachers College to a four-year institution offering SUNY degrees, including teacher education. It also resulted in discussions on expanding university teacher education to the Jomo Kenyatta University of Agriculture and Technology.

TUFTS UNIVERSITY SCHOOL OF MEDICINE/
UNIVERSITY OF NAIROBI/KENYA METHODIST
UNIVERSITY/KENYA WILDLIFE SERVICE
TRAINING INSTITUTE

Award Date: 2003

Award Amount: \$125,000

Proposed Cost Share: \$71,071

The Tufts University School of Medicine, the University of Nairobi, the Kenya Methodist University, and the Kenya Wildlife Service Training Institute are partnered to build an Internet-based curriculum to improve public health education at Kenyan and U.S. universities. Using the Co-Curriculum Development (CCD) pedagogical model, the partners seek to bolster technical expertise at universities and in the public sector, strengthen environmental and veterinary curricula to address health issues and sustainable agricultural and resource management practices, and strengthen public health research and education networks, especially with regard to HIV/AIDS. The partners, in collaboration with members of the USAID-established Kenya Educational Network (KENET, comprised of 22 Kenyan universities linked via the Internet) and other African stakeholders, are working to (1) start teaching

with networked technology and digital media; (2) develop and implement public and environmental health curricula; (3) acquire technical skills needed to produce content for shared digital libraries, course materials, and exercises to complement KENET activities; and (4) stimulate KENET institutions to use information technology more effectively. The partnership also aims to help prepare women for leadership roles in expanding CCD and improve public access to current literature, knowledge, and methodologies in public and environmental health sciences.

THE UNIVERSITY OF PITTSBURGH/MOI UNIVERSITY

Award Date: 2003

Award Amount: \$124,081

Proposed Cost Share: \$42,437

The partnership between the University of Pittsburgh (Pitt) and Moi will respond to the need to streamline management and diversify institutional finance at Moi University. The partners are working to enhance management capacity in natural resources and environment programs at Moi through technical assistance, consulting, and training strategies. The project focuses on participatory training and capacity building on both partner campuses, targeting the following areas: needs assessment and strategic planning; academic leadership and institutional management reform; fiscal management, including financial diversification and transparency; and program development and evaluation research.

Partnership activities include a comprehensive needs assessment of Moi's management and administrative systems, an administrative fellowship program at Pitt based on a Training of Trainers model, and in-service training for current and prospective managers of the natural resources and environmental programs at Moi.

MALAWI

LINCOLN UNIVERSITY OF MISSOURI/UNIVERSITY OF MALAWI BUNDA COLLEGE OF AGRICULTURE

Award Date: 2000 (completed June 2003)

Award Amount: \$99,021

Proposed Cost Share: \$63,375

Other Partners: Land O'Lakes; Save the Children Fund; several Malawi government agencies

The partnership between Lincoln University of Missouri and the University of Malawi's Bunda College of Agriculture (BCA) involved research aimed at improving child survival by examining the effects of the increased consumption of goat milk, goat meat, and soybean flour on childhood nutrition in rural Malawi. Partner institutions distributed soybean seed and 2,000 Sesbania and Leucaena seedlings to 75 households and purchased more than 250 local and 17 pure-bred Saanen goats for breeding and distribution. Introducing the Saanen breed helped to upgrade the offspring of the local breed to increase milk yield and ward off local diseases and parasites. Partners held training workshops and demonstrations on goat husbandry, soy flour preparation, and agroforestry management in the villages immediately prior to the distribution of goats. They also gave follow-up seminars. In addition, BCA faculty weighed and measured the children of each village's participating families at least twice a month. The enumerator also consulted the women of the village on the health of the children and of the family goat, and the BCA veterinarian made regular visits to check on the health of the goats. Participating families donated the first-born goat back to the project for distribution to other families. The partners established forage and soybean fields and purchased the necessary lab supplies and pharmaceuticals to conduct milk and forage analysis and to treat goats at the farm and



villages. They also compiled a baseline survey, trained two technicians from Bunda in the breeding, husbandry, and management of goats, and printed a goat manual to distribute to villagers. In all, more than 250 villagers received training.

VIRGINIA POLYTECHNIC INSTITUTE AND STATE
UNIVERSITY/DOMASI COLLEGE OF EDUCATION

Award Date: 2000 (completed September 2002)

Award Amount: \$99,265

Final Cost Share: \$36,876



By conducting education research that informs program and policy development, Virginia Polytechnic Institute and State University (VT) and Domasi College of Education (DCE) enhanced the capacity of Malawi's public education system. The partners designed activities to develop educational research skills and instructed selected teacher trainers and primary education advisors. The partners formed a steering committee that included representatives of various stakeholder groups in Malawi to guide the implementation process. VT personnel conducted a needs assessment to determine (1) the knowledge and skill levels of Malawian faculty in research methodologies and in the use of computers, and (2) the availability of computer resources. The committee then selected 24 individuals to receive intensive instruction in educational research. The training provided a contrasting overview of quantitative and qualitative methods, a focus on case study methodology, and exercises in skills building. With guidance from an instructor, the students developed research proposals and conducted research projects on basic education issues in Malawi. The steering committee adopted a policy paper outlining strategies for ongoing activities and instruction to sustain partnership goals once the partners completed activities under the initial grant. The policy paper provided several options from which government officials, policy makers, and administra-

tors can choose, depending on their long-term objectives and the availability of fiscal and human resources.

VIRGINIA POLYTECHNIC INSTITUTE AND STATE
UNIVERSITY/MALAWI INSTITUTE OF
EDUCATION/DOMASI COLLEGE OF EDUCATION

Award Date: 1999 (completed August 2002)

Award Amount: \$97,244

Final Cost Share: \$96,220

Other Funds Leveraged: \$3,298,370

Other Partners: Bvumbwe Primary School; Mvera Primary School; Zolozolo Primary School

This collaborative initiative focused on developing site-based, teacher problem-solving and professional development support networks in three trial primary schools in three regions of Malawi. An educator from the Malawi Institute of Education and three faculty members from Virginia Polytechnic Institute and State University (VT) selected the schools and visited them three times. Based on more than 400 hours of classroom observation, meetings with community members, and seminars with 33 teachers—including the head teachers of the schools—the team developed portraits of teaching and learning in primary classrooms for each region. Each school identified instructional problems, then developed and implemented strategies to improve teaching and learning at each school site. Additionally, each school developed and carried out a plan for extending the professional development activities to a number of other schools in their regions. The Ministry of Education in Malawi is now using some of the teachers trained through the partnership for in-service training and workshops. As a result of this grant, VT was able to win a University Partners for Institutional Capacity in Education (UPIC) grant. Under the UPIC grant, VT is cooperating with Domasi College of Education to develop a primary teacher education specialization at Domasi, and with Mzuzu University to develop Mzuzu's instructional technology program.

MALI

MICHIGAN STATE UNIVERSITY/INSTITUTE
POLYTECHNIQUE RURAL ET DE RECHERCHE
APPLIQUÉE AT THE UNIVERSITY OF MALI

Award Date: 2003

Award Amount: \$124,994

Proposed Cost Share: \$76,647

Michigan State University (MSU) and the Institute Polytechnique Rural et de Recherche Appliquée (IPR/IFRA) at the University of Mali are partnered to strengthen “BAC+2,” IPR/IFRA’s post-high-school, two-year program in agricultural technology. BAC+2 is designed to educate a new generation of Malian farmers and agro-entrepreneurs to be scientifically trained and attuned to a market economy. The partnership strengthens linkages between the IPR/IFRA, NGOs, and the private sector to generate support for the program and internship opportunities for students. It is also working to enhance curriculum and extracurricular learning opportunities, strengthen the management skills of the IPR/IFRA staff, and establish an agenda of, and generate support for, applied research to support the BAC+2 program. Partners conducted a two-day stakeholder workshop to review and discuss the BAC+2 program and then prepared a report outlining the resulting recommendations. MSU faculty attending the workshop also worked with IPR/IFRA partners to review course material, extracurricular activities, and program development plans. They created a BAC+2 Advisory Board to provide ongoing feedback on the partnership, and developed a BAC+2 marketing plan for raising awareness and building enrollments, particularly among recent high-school graduates. IPR/IFRA staff visited 14 high schools in four of the eight administrative regions of the country, getting positive responses from many school administrators and students previously unaware of the BAC+2 program. IPR/IFRA anticipates this will help raise enrollment in the BAC+2 pro-

gram from its current level of 100 to the target of 210 students. Two IPR/IFRA faculty members took an in-country refresher course in English. Proposal development specialists have been working closely with the IPR/IFRA administration and faculty teams to draft a long-term institutional development plan, and the partners have been closely coordinating with MSU’s MATRIX project to tailor MATRIX’s computer training activities for subjects identified by the partnership.

MOZAMBIQUE

WEST VIRGINIA UNIVERSITY/CATHOLIC UNIVERSITY
OF MOZAMBIQUE

Award Date: 2001

Award Amount: \$99,774

Proposed Cost Share: \$65,920

Other Funds Leveraged: \$206,149

Other Partners: John Pearson, M.D.;

David Walker, Ph.D.

This partnership seeks to build capacity in health education and health care at the Catholic University of Mozambique (UCM) for the rural populations of central Mozambique. The partners conducted two workshops at UCM in fall 2001 that focused on computer networking and web design and maintenance. Ten UCM representatives from four campuses participated in the first workshop, and five computer center staff members participated in the second. The partners selected 16 rural health clinics for development. Each site will host a computer lab with Internet capability for communication with the UCM Medical School and for distance education. Three UCM faculty visited West Virginia University in July and August 2002 and spent one week in the field learning about the West Virginia Rural Health System (WVRHS). One of the UCM faculty members returned in the summer of 2003 to continue to work with WVRHS faculty and staff. Partners developed and conducted a month-long rural public health course in May

ALO Partnerships Respond to the HIV/AIDS Crisis

With an estimated 42 million people worldwide infected with HIV/AIDS, the pandemic is draining national resources and undermining many development achievements of the past 50 years in countries throughout the world. With more than 95 percent of the HIV-infected population found in developing countries, addressing the challenges posed by the HIV/AIDS pandemic has become a top development priority.

Higher education institutions and partnerships must play a critical role in responding to the human capacity shortages related to HIV/AIDS in developing countries. Even as escalating health care costs and lower national productivity are threatening government investment in education, the absenteeism, sickness, and death associated with HIV/AIDS are threatening to erode the human resources base of educational systems and higher education institutions.

ALO funds a variety of partnerships that focus on issues related directly to HIV/AIDS, including:

KENYA

[American Association for the Advancement of Science/Jomo Kenyatta University of Agriculture and Technology \(2001\)](#): Developing campus and community-based programs for women educators on civic engagement to address the HIV/AIDS pandemic (see page 16).

[Indiana University/Moi University College of Health Sciences \(2001\)](#): Building capacity to more effectively manage HIV/AIDS by improving medical school education, health care delivery, and research (see page 17).

[Tufts University School of Medicine/University of Nairobi/Kenya Methodist University/Kenya Wildlife Service Training Institute \(2003\)](#): Promoting Co-curriculum Development (CCD), a network-based model for learning with the Kenya Educational Network (KENET) to improve health education (see page 18).

MEXICO

[Maricopa Community College District/Universidad Veracruzana \(2000\)](#): Strengthening public health education in HIV/AIDS and tuberculosis (TB) and promoting the competitiveness and environmental protection practices of businesses (see page 86).

[University of California, San Diego/Universidad Autónoma de Baja California \(2001\)](#): Increasing the number of health care practitioners, community health workers, and medical students trained in bi-national HIV/AIDS and TB issues (see page 94).

MOZAMBIQUE

[West Virginia University/Catholic University of Mozambique \(UCM\) \(2001\)](#): Developing public health programs in maternal and child health and HIV/AIDS education and a rural health curriculum at the new UCM Faculty of Medicine (see page 21).

PERU

[The Johns Hopkins Bloomberg School of Public Health/Universidad Peruana Cayetano Heredia \(2001\)](#): Building capacity in applied quantitative methods for use in HIV/AIDS prevention and control strategies (see page 101).

SOUTH AFRICA

[Howard University/University of the Western Cape \(2003\)](#): Developing a comprehensive university HIV/AIDS policy designed to enhance the overall capacity of the University of the Western Cape (see page 34).

In addition, a growing number of partnerships—cognizant of the effect that HIV/AIDS has on higher education institutions in developing countries and, in turn, on educating and training the next generation of leaders—have responded to the crisis by integrating components of HIV/AIDS education into their work, enhancing the original focus of their projects. Recognizing the consequences of HIV/AIDS in Botswana and Malawi, the partners at Washington State University, the University of Botswana, and Botswana College of Agriculture incorporated HIV/AIDS into key components of their environmental science partnership, including their educational materials and student support services. Southern New Hampshire University and the Open University of Tanzania, a partnership that worked to build a graduate-level, degree-based program in community development, added an HIV/AIDS-focused course, “Gender, Equality, and Family Health,” to the program. Pennsylvania State University and the University of Durban–Westville (UDW), a partnership whose overall goal is to help UDW secure more students from underprivileged backgrounds to study math and science, works with students from the most vulnerable age group, 15 to 29. Since the province in which they are working, KwaZulu–Natal, has the highest rate of HIV/AIDS in South Africa, the partnership has added an HIV/AIDS education project as an integral component of the program. Middle Tennessee State University is also working with the University of Durban–Westville to apply sustainable and participatory environmental management principles in KwaZulu–Natal by addressing water sanitation and hygiene. Upon report by local community and social workers that the infection rate was 1:3 among the residents, HIV/AIDS education was added to the program.



2002 for 30 first-year UCM medical students. After completing the course, the first-year students began visiting families in nearby communities as part of their public health service. In May/June 2003, 40 first-year medical students started the public health course. In collaboration with the Sofala Province Health Directorate, the partnership is co-sponsoring a community health project focusing on maternal and child health, nutrition, HIV/AIDS education, and prevention for collection and analysis of health data. As a result of the partnership, U.S. Pharmacopeia started planning to establish a regional library for drug information at the UCM School of Medicine's library, and Hewlett Packard donated 15 new computers to the UCM Medical School. Also, the University of Iowa's WIDERNET project donated a digital library on a disc suitable for UCM's local area network, which has been placed on UCM Medicine and Economics library servers.



NAMIBIA

HIGHLINE COMMUNITY COLLEGE/POLYTECHNIC OF NAMIBIA

Award Dates: 1999, 2000 Sustainability

Award Amounts: \$99,900 (1999), \$99,870 (2000)

Proposed Cost Shares: \$158,092 (1999),
\$44,880 (2000)

Other Funds Leveraged: \$55,924

Other Partner: Eastern Iowa Community College District

Highline Community College (HCC) and the Polytechnic of Namibia (PON) are collaborating to increase the administrative and programmatic capacity of PON by establishing of a Center for Entrepreneurial Development (CED) and a Center for Teaching and Learning (CTL). Established in March 2000, the CED has conducted a full range of workforce development training classes for government agencies, businesses, and non-governmental organizations, including seminars on financial planning, marketing, laws governing business start-up, and computer training. The CTL, established in November 2000, trains PON faculty to move from traditional hierarchical teaching methods to interactive approaches that enhance student learning, retention, and critical thinking skills. Namibian representatives have traveled to the United States to study models of curriculum development, student retention and success, professional development approaches, community outreach, contract training design, and center management. The CTL has increased its capacity to train faculty on improved teaching skills, with a special focus on the use of appropriate technology to enhance student success. The CTL has also piloted a new faculty mentoring initiative to introduce new instructors to the PON, to provide faculty from industry with training in classroom management and pedagogy, and to offer ongoing support as they begin teaching. Both CTL and CED recently moved into fully equipped dedicated office space with meeting

rooms, computers, and training materials. Both centers are fully staffed. At least 54 host country institutions have benefited from CED offerings, and 1,101 host country nationals have been trained through partnership activities.

PACIFIC LUTHERAN UNIVERSITY/UNIVERSITY OF NAMIBIA

Award Date: 2002

Award Amount: \$100,000

Proposed Cost Share: \$121,019

Other Funds Leveraged: \$5,800

Other Partners: National Institute of Educational Development; Namibia Association of Norway; Hedmark University College

The partnership between Pacific Lutheran University (PLU) and the University of Namibia (UNAM) has three interrelated goals. First, it will enable 75 Ovahimba teachers in the Ondao Primary School to strengthen their knowledge of literacy and primary education, their teaching skills, and their credentials. Second, the project will deepen and solidify the partnership between UNAM, PLU, and HUC. Third, by training Ovahimba primary school teachers, it will provide educational services for marginalized minority groups—a priority of the Namibian Ministry of Basic Education, Sports and Culture and its agency, NIED, as well as the USAID Mission in Namibia. UNAM faculty will gain valuable teacher training experience that, in conjunction with their work on a certification program, will contribute to UNAM's development of its teacher training capacity. To date, partners have completed the first of five weeklong workshops held at the Ondao Primary School for 73 schoolteachers. Prior to the workshop, partners held an orientation for UNAM, PLU, and Hedmark faculty to prepare for the teacher-training workshop. Partners have leveraged \$5,800 in additional funding.

THE PENNSYLVANIA STATE UNIVERSITY/UNIVERSITY OF NAMIBIA

Award Date: 2003

Award Amount: \$124,988

Proposed Cost Share: \$37,930

Other Partners: United Nations Food and Agriculture Organization

Pennsylvania State University (PSU) and the University of Namibia (UNAM) are partnered to develop a program to enhance educational and entrepreneurial opportunities for rural women in northern Namibia and to help them become environmentally aware farmers, processors of nutritious, value-added food products made from locally grown raw crops, and marketers and distributors of those products to individual and institutional customers. The specific objectives of the project are (1) to develop appropriate educational and training materials that various institutions/organizations can use to generate, manage, and sustain microenterprise agro-businesses; (2) to provide agricultural as well as organizational and entrepreneurial training opportunities for rural women farmers; and (3) to create healthful, value-added food products from regionally grown crops using locally available appropriate technology.

WORCESTER POLYTECHNIC INSTITUTE/ POLYTECHNIC OF NAMIBIA

Award Date: 2003

Award Amount: \$124,957

Proposed Cost Share: \$62,657

Other Partners: Worcester Consortium

The partnership between Worcester Polytechnic Institute (WPI) and the Polytechnic of Namibia (PON) seeks to improve the administrative, managerial, and operational capacities of higher education in Namibia. In this knowledge transfer partnership, the rector and staff of PON are working with the president and staff of WPI to increase the capacity of PON in grants and contract

management, planning and budgeting, alumni affairs, outreach programs, recruitment of women, and interdisciplinary education. During periodic visits to the United States, PON faculty attends workshops hosted by several institutions within the Worcester Consortium, including Clark University and Holy Cross.

NIGERIA

THE UNIVERSITY OF DELAWARE/OBAFEMI AWOLOWO UNIVERSITY

Award Date: 2003

Award Amount: \$124,799

Proposed Cost Share: \$32,119

The University of Delaware (UD) and Obafemi Awolowo University (OAU) partnership is working to provide learning and training opportunities for poor women in the Egba division of Ogun State Nigeria so they can diversify their income earning and employment opportunities. Through training in poultry production and marketing, the partners seek to improve socioeconomic conditions, food security, and animal-source food intake of poor families. The model for the project is a Bangladeshi concept of rural poultry production that successfully integrates village-based poultry production with improved nutritional status of the community. The anticipated results of the partnership include: (1) The supply of poultry and eggs will increase as women are trained in poultry production; (2) animal source foods given to children will increase as a result of nutrition education and transmission of educational messages; (3) employment and income derived from poultry microenterprise will rise; and (4) research findings on public health and nutrition will be disseminated to policy makers and program implementers in government, nongovernmental and donor organizations. In the summer of 2003, UD faculty and a consultant anthropologist visited

OAU for 37 days to conduct a baseline survey of the communities that will be served by the partnership. In addition, partners held a three-day workshop at OAU for approximately 100 participants on developing smallholder poultry production using the Bangladesh poultry model.

OHIO UNIVERSITY/UNIVERSITY OF MAIDUGURI

Award Date: 2002

Award Amount: \$99,531

Proposed Cost Share: \$102,531

Other Partners: North East Arid Zone

Development Programme; West Virginia State College; Rural Action; McArthur Foundation

The partnership between Ohio University (OU) and the University of Maiduguri (UM) aims to bolster institutional research capacity, with an emphasis on the girl-child in Islamic society, her education, work, health, and family. This collaboration exposes faculty, staff, and students of both universities to new and development-oriented research methods to ultimately enable them to approach development issues with greater flexibility and comprehensiveness. Several students are enrolled in master's programs in development-oriented social sciences, education, and instructional technology. In the summer of 2003, the partners launched a new, month-long, field-based course, Field Research for Northeast Nigerian Child Development, which introduces and offers practical experience in the design of field research for development, with special reference to the needs of the girl-child and her community.

UNIVERSITY OF IOWA/NIGERIAN NATIONAL
UNIVERSITIES COMMISSION

Award Date: 2000

Award Amount: \$99,580

Proposed Cost Share: \$130,788

Other Partners: Kirkwood Community College;
Iowa State University; Microsoft; Red Hat;
LearnKey; EZ-Ref Customized Courseware;
3-Com Corporation

The University of Iowa and the Nigerian National Universities Commission seek to enhance the ability of technicians and computer support personnel to develop, maintain, and promote the use of computers and networks at their universities. The partners have trained 316 Nigerian nationals (65 women and 251 men) in computer support, network design, database design, web site development, and general information communication technologies (ICT) implementation skills. The partners produced and provided trainees with a CD-ROM containing over 15,000 documents for learning a wide variety of computer skills. One trainee set up a local area network (LAN) comprising five workstations and a server at The Gambia College's School of Public Health. In 2002, the partners held the second annual National Conference on ICT in Higher Education at the University of Jos, with 54 attendees from six universities and the public and private sectors. The partnership has received numerous donations from the private sector, totaling approximately \$790,000, for the benefit of all 14 participating Nigerian universities. Donations include hundreds of computers; computer-based training packages for network designers and administrators; wireless equipment from 3M Corporation; a complete computer training courseware library from EZ-Ref Customized Courseware; and various operating systems and software from Microsoft.

RWANDA

MICHIGAN STATE UNIVERSITY/TEXAS A&M
UNIVERSITY/NATIONAL UNIVERSITY OF RWANDA

Award Date: 2000

Award Amount: \$3,879,183

Proposed Cost Share: \$969,769

Other Funds Leveraged: \$282,000

Other Partners: Institut des Sciences
Agronomiques du Rwanda; Kigali Institute
of Science and Technology; Centre de
Formation et de Recherche Coopératives;
ACDI-VOCA; OCIR-Café

This USAID/Rwanda-funded "special initiative" partnership, titled PEARL (Partnership for Enhancing Agriculture in Rwanda through Linkages), seeks to rebuild and bolster the applied research, teaching, and outreach capacity of agricultural institutions in Rwanda. PEARL's fully operational Outreach Center in Butare forged sustainable, practical links between institutions of higher learning and local agricultural communities. Its facilities include a meeting pavilion, Internet café, and library. The partnership has trained 1,649 Rwandan women and 2,474 Rwandan men in areas including coffee, cassava, and hot pepper production and marketing, organizational and accounting management, business plan writing, and IT. PEARL has also been asked to provide expertise in geranium and eucalyptus oil production and export. In cooperation with the Maraba Coffee Producer Association, PEARL has already sold 18 tons of bourbon coffee beans to Community Coffee of Louisiana and 12 tons to Union Roasters in London at a fair trade price. With support from the Office of the President, Growers around the country are now seeking to replicate the Maraba coffee model. Sixteen Rwandan faculty and researchers from partner institutions (11 men, five women) remain on schedule to complete their M.S. degree training at Michigan State University and Texas A&M University. In 2002, an agronomy professor from Abraham Baldwin Agricultural



College began working as assistant dean at the National University of Rwanda to help update the severely outdated agriculture curriculum. The new curriculum will be implemented in October 2003.

PRINCE GEORGE'S COMMUNITY COLLEGE/NATIONAL UNIVERSITY OF RWANDA

Award Date: 2003

Award Amount: \$125,000

Proposed Cost Share: \$75,424

Other Partners: Multimedia Educational

Resources for Learning and Online

Teaching; Rwanda Ministry of Education;

University of Maryland



Prince George's Community College (PGCC) and the National University of Rwanda (NUR) seek to dramatically increase Rwanda's computer literacy by training secondary school teachers. Using instructional CDs created by University of Maryland (UM) students, the partners provide direct, hands-on training in Windows and Microsoft Office at NUR for 72 teacher-trainers from 72 secondary schools throughout Rwanda. Using the teacher-trainers, the CD teaching materials, and an NUR-produced manual, the partners also provide computer training for approximately 20 teachers at each of the 72 schools. Through the multiplier effect, this training of approximately 1,440 teachers will reach many thousands of students. In the coming months, PGCC and NUR will conduct a workshop for instructors in the faculty of education on active learning strategies, learning outcomes assessment, and instructional technology applications in teaching; prepare a competency exam for the teacher-trainers. The partners also will class test the CD teaching materials developed by the UM students; prepare the soundtrack in Kinyarwanda for the CD teaching materials; and conduct an intensive three-week workshop at NUR for 36 teachers—one from each of three secondary schools in each of the 12 provinces of Rwanda—who will become teacher-trainers.

The partners plan to conduct a second workshop for 36 more teachers from 36 different schools.

SENEGAL

UNIVERSITY OF MASSACHUSETTS—BOSTON/

UNIVERSITÉ GASTON BERGER DE SAINT LOUIS

Award Date: 1999 (completed December 2002)

Award Amount: \$98,754

Final Cost Share: \$45,973

Other Partners: Sonatel; Lille-Saint Louis (French sister-city partnership); Regional Council of Saint Louis Department of Land Management; Women's Health Center in Saint Louis; Senegal Foreign Ministry; African Virtual University; National Summit on Africa; Community Teamwork, Inc.; WorldSpace

The partnership between the University of Massachusetts—Boston (UMB) and the Université Gaston Berger de Saint Louis (UGB) aimed to build institutional teaching, research, and outreach capacity in political science, business law, and economics. In a concerted effort to engage in community development—an activity the university had never before considered a part of its mission—UGB is now fully involved in economic development initiatives with the adjacent village of Djougoup. UMB secured private funding to build and staff a *cabine téléphonique*, which employs two women from the village full time. The partners also developed a ten-month information technology program for Senegalese high school seniors. In 2002, UMB and WorldSpace representatives visited UGB and Djougoup to conduct workshops about the Internet, distance learning, satellite radio, and the development of a community resource center. The Community Resource Center of Djougoup—whose construction was made possible with monies leveraged from the Education for Democracy and Development Initiative—became a reality in January 2003

when it was officially inaugurated in the presence of numerous government dignitaries and all the villagers. The Center, complete with modest cyber café, classroom, and kitchen facilities, will be engaged in various income-generating activities, including tie-dying, poultry farming, and sewing, with a particular focus on training women.

UNIVERSITY OF NORTH FLORIDA/CENTRE
UNIVERSITAIRE RÉGIONAL DE BAMBEY

Award Date: 2000 (completed June 2003)

Award Amount: \$99,998

Final Cost Share: \$43,273

Other Partners: Florida Community College—
Jacksonville; Florida Agricultural and
Mechanical University

The University of North Florida (UNF) and the Centre Universitaire Régional de Bambey (CUR) partnered to develop a new two-year degree program in community health in Senegal based on the U.S. community college model. The new program adapts proven approaches for community health education to improve the health delivery system in the interior of Senegal. In 2001, the partners received financial support from the Minister of Higher Education and the U.S. ambassador to Senegal. The Senegalese government had earlier committed approximately \$2 million for CUR construction projects and operations. The first CUR faculty members identified in collaboration with the ministries of Higher Education and Health were a doctor, a midwife, a social worker, a nutritionist, and a dental surgeon. Accompanied by the Senegal partnership director, they traveled to Florida in 2001 and 2002 for training in community health-related areas, program development and evaluation, curriculum writing, food science and nutrition, prenatal care, and medical communications. The community health curriculum developed by UNF and CUR will be an integral part of the planned expansion of community colleges in Senegal that has been initiated and fostered by the partnership.

SOUTH AFRICA

BRONX COMMUNITY COLLEGE/UMGUNGUNDLOVU
FURTHER EDUCATION AND TRAINING INSTITUTION

Award Date: 2003

Award Amount: \$125,000

Proposed Cost Share: \$87,821

Other Partners: National Business Initiative's
College Collaboration Fund; KwaZulu–Natal
Provincial Department of Education;
Unilever (a local employer)

Bronx Community College (BCC) and Umgungundlovu Further Education and Training Institution (UFETI) are partnered with the National Business Initiative's College Collaboration Fund (CCF) to help South Africa's Further Education and Training Institutions (FETI), the newly restructured technical colleges, to prepare students for the workplace by addressing the FETI's immediate and long-term needs. Together, BCC, UFETI, and CCF developed a curriculum for a pilot institutional capacity-building workshop at UFETI in KwaZulu–Natal. UFETI engineering division faculty and administrators participating in the workshop will learn how to strengthen relationships with employers and develop accredited internships. The workshop will also enhance the engineering division's curriculum with integrated skills instruction. Following the workshop, the BCC/UFETI faculty teams will identify the approaches BCC and other U.S. community colleges use to integrate math/science, information technology (IT), communication, and technology skills instruction into engineering curricula. Then the teams will incorporate appropriate teaching and learning strategies into UFETI's engineering program. UFETI also plans to appoint and convene a local advisory board, which will provide consultation at key intervals in the curriculum design process. This partnership will result in a revised capacity-building institute that will be available to FET colleges throughout South Africa.

BRONX COMMUNITY COLLEGE/UNIVERSITY OF
NATAL—PIETERMARITZBURG

Award Dates: 1999 AACC, 2000 Sustainability
(completed September 2002)

Award Amounts: \$49,990 (1999), \$45,599 (2000)

Final Cost Share: \$70,340

Other Funds Leveraged: \$270,000

Other Partners: iNdlovu Partners for Lifelong
Learning; National Center for Educational
Alliances

This partnership sought to establish a virtual college to upgrade the skills of underemployed and unemployed workers and young adults in the Midlands area of South Africa. Such efforts to stimulate economic development are important in KwaZulu-Natal, where unemployment increased from 1.1 million in 1991 to more than 1.9 million in 2000. The two lead institutions and more than 30 education and training institutions established the iNdlovu Partnership for Lifelong Learning (iPLLL), which has grown to include 54 partners. With assistance from U.S. partners, iNdlovu developed an operational structure, completed critical surveys, and advanced curriculum development. Research was completed that identified gaps and areas where specific curricula were required, and a series of curriculum workshops were convened to ensure that partners were able to communicate effectively about education and training areas. Partners developed three new curricula: home-based care within the context of HIV/AIDS, entrepreneurship, and project skills management for contract labor. In addition, partners collaborated to develop a database of available training resources and potential work sites for internships, apprenticeships, and employment. The partnership also strengthened the relationship with local high schools in the Midlands area, and helped to prepare students to live and work in a global economy by linking six high schools in KwaZulu-Natal with six high schools in the United States. The Joint Education Trust gave the partnership \$20,000

to develop a certificate program in rural community development, and the iPLLL received an additional \$250,000 from the Netherlands for operations expenses and the development of curricula related to HIV/AIDS.

EDINBORO UNIVERSITY OF
PENNSYLVANIA/UNIVERSITY OF THE FREE STATE

Award Date: 1999 (completed September 2002)

Award Amount: \$100,000

Final Cost Share: \$90,771

Other Funds Leveraged: \$17,432

Other Partners: Manguang University of the Free
State Community Partnership Programme;
Free State Education Department;
Mathematics Material Development Project

This partnership collaborated to train facilitators in two programs designed to educate parents, students, and teachers about the value of science and mathematics and to encourage students to pursue careers in these fields. In 1999, Edinboro University of Pennsylvania (EUP) and the University of the Free State (UFS) established the Regional Center for Mathematics and Science Education at UFS, which subsequently trained 560 family math (FM) and/or family science (FS) facilitators. Activities from FM and FS books were translated into four of the 11 official languages of South Africa (Afrikaans, isiXhosa, Sesotho, and Setswana) and modified to suit South African cultural and educational conditions. Partners established community-based FM and FS programs in Greater Bloemfontein area primary schools, where the teachers trained in FM and FS conducted workshops for parents and children using the translated materials. Due to high demand, the project extended its geographic reach and trained facilitators from KwaZulu-Natal and the Eastern Free State. One EUP faculty member spent 24 weeks in South Africa conducting training activities, and a UFS staff member participated in the EQUALS Mathematics Institute at EUP in 2000. The South African Qualifications

Authority (SAQA) accredited the FM and FS courses, and the Department of Education has approved a teacher training module of 64 credits. Sixteen of the credits will be in FM and FS and will count toward teacher qualification. A local advisory committee continues to monitor the project to ensure that activities and materials remain relevant to the target populations.

EDINBORO UNIVERSITY OF
PENNSYLVANIA/UNIVERSITY OF THE FREE STATE

Award Date: 2002

Award Amount: \$100,000

Proposed Cost Share: \$96,008

Other Partners: Mangaung University of the Free State Community Partnership Programme (MUCPP); the Cooperative Organization for the Upgrading of Numeracy Training (COUNT); Free State Education Department

Using a trainer-of-trainers model, the partnership between Edinboro University of Pennsylvania (EUP) and the University of the Free State (UFS) is collaborating to establish a teacher professional development program in South Africa. A trained cadre of teachers from the Free State, the Northern Cape, the Northern Province, and KwaZulu-Natal will be qualified to train other teachers in EQUALS, a program developed at the University of California-Berkeley to address the underrepresentation of females and minorities in mathematics and science. Partners developed an EQUALS South Africa curriculum and recruited participants for EQUALS workshops. Two EQUALS instructors visited classrooms to collect baseline data, and participants in the program conducted action research. The program has been registered with the South African Qualifications Authority as a credit-bearing short course, and participants receive credit toward the National Professional Diploma in Education or the Advanced Certificate in Education.

FLORIDA AGRICULTURAL AND MECHANICAL
UNIVERSITY/UNIVERSITY OF ZULULAND

Award Date: 2003

Award Amount: \$125,000

Proposed Cost Share: \$31,287

Other Partners: Florida League of Cities;
KwaZulu-Natal Department of Local Government; Uthungulu Community Foundation; The House of Traditional Leaders; KwaZulu-Natal Traditional and Local Government Affairs; KwaZulu-Natal Local Government Association



The partnership between Florida Agricultural and Mechanical University (FAMU) and the University of Zululand (UZ) seeks to enhance the public administration and management capacity of UZ and the KwaZulu-Natal Province. Its goal is to maximize the efficiency and effectiveness of the local governments, thereby making them more responsive to citizens' needs. To this end, the partners are working to improve the curriculum and enhance the research and consulting capacity of the political science and public administration department at UZ. They are also working to establish a local government institute within the department that will engage in (1) policy analysis and research on local government issues; (2) technical assistance and consulting services for local governments; and (3) short-term training for local government managers, counselors, and traditional leaders in rural areas. Each year of the partnership, the partners will conduct one workshop on research proposal development and one on data analysis. Also each year, two UZ faculty will participate in one- to two-month long exchange visits at FAMU. The partners expect to increase opportunities at both institutions for meaningful faculty exchanges; help produce a more skilled and marketable workforce by better adapting curricula to local needs; and expand service and learning opportunities for faculty, staff, and students.

FLORIDA STATE UNIVERSITY/POTCHEFSTROOM
UNIVERSITY

Award Date: 2000 (completed February 2003)

Award Amount: \$99,990

Final Cost Share: \$125,006

Other Funds Leveraged: \$52,656

Other Partners: STAR Schools of South Africa;
Department of Education of the North West
Province; Ikateleng

By designing instructional technology aimed at improving student skills in identified areas of weakness, the partnership between Florida State University (FSU) and Potchefstroom University (PU) worked to raise the percentage of South African students from disadvantaged areas who qualify for entrance into universities. After an initial assessment, the partners decided to focus on mathematics. They recruited the national moderator of the 2001 mathematics Grade 12 examination to design diagnostic tests and study materials. In August 2001, early versions of the materials were distributed for field-testing to 800 students enrolled in the STAR Schools program in Johannesburg and to 1,200 students enrolled in the Inkateleng Programs at Potchefstroom at the Val Triangle. The students used the materials to prepare for the November 2001 matriculation exam and provided feedback to the partnership. Partners incorporated the students' feedback into study materials and, in August 2002, distributed 1,200 copies of revised materials in preparation for the November 2002 exam. Based upon student feedback, partners revised, redesigned, and distributed 800 copies of the final study materials in early 2003. Results from the students exceeded national averages. The average pass rate for students on the Ikateleng project in 2000 was 73.8 percent, compared to a 57.9 percent pass rate for South Africa as a whole. After the introduction of the study materials in 2001,

the pass rate increased to 78.3 percent (compared to 61.7 percent for the whole country) and to 81.4 percent in 2002 (compared to 68.9 percent for the whole country).

HIGHLINE COMMUNITY COLLEGE/CAPE TECHNIKON

Award Date: 2002

Award Amount: \$100,000

Proposed Cost Share: \$94,860

Highline Community College (HCC) and Cape Technikon (CT) are developing and will launch entrepreneurship courses across the Science, Engineering, and Technology (SET) curriculum at CT. SET Faculty selected by CT partnership leaders will travel to HCC, develop the entrepreneurship courses, and analyze HCC's methods of connecting courses to business and industry. HCC faculty experts on curriculum development and entrepreneurship travel to CT to (1) assist with curriculum design, classroom delivery modes, and assessment tools; (2) develop training materials for U.S. small/medium-sized businesses interested in import/export; and (3) create case studies using South African business data to enhance HCC courses. The shell for the course has been completed, and partners are developing implementation plans. Two CT faculty participated in HCC's Summer Institute to refine the module and delivery modes, and HCC personnel returned to CT to continue work on connecting the training to business and to other CT programs.

HIGHLINE COMMUNITY COLLEGE/FALSE BAY COLLEGE

Award Date: 2003

Award Amount: \$125,000

Proposed Cost Share: \$48,850

Other Partners: Disabled Persons of South Africa (DPSA); Students' Health and Welfare Centres Organization (SHAWCO)

The partnership between Highline Community College (HCC) and False Bay College (FBC) seeks to develop a workforce development model for disabled South Africans. By improving FBC's capacity to work with businesses, nongovernmental organizations (NGOs), and the South African government agencies responsible for funding workforce development, the partnership shows that people with disabilities can be integrated into the workplace. The partners assist the disabled by easing access to education and training designed to meet their learning needs. Training focuses on skills demanded by specific employers. As a result of partners' efforts, technical colleges will be positioned to serve an underserved population and the business community, and NGOs concerned with disability issues will better serve their constituency. Partners are identifying employers who need workers skilled in computer applications; they want these employers to work with FBC to ensure that the training is relevant to the workplace. HCC is designing and conducting workshops in South Africa for FBC, Disabled Persons of South Africa, and Students' Health and Welfare Centres Organization personnel on (1) the structure and content of the U.S. supported employment model, (2) marketing job development to employers, (3) identifying employment opportunities for the disabled, (4) developing an individualized learning plan for each student, (5) student intake and training delivery systems, and (6) employer readiness.

HIGHLINE COMMUNITY COLLEGE/NATIONAL ACCESS CONSORTIUM, WESTERN CAPE

Award Dates: 1998 AACC, 2000 Sustainability (completed December 2002)

Award Amounts: \$49,999 (1998), \$49,999 (2000)

Final Cost Share: \$124,647 (1998), \$40,959 (2000)

Other Funds Leveraged: \$124,647

Other Partners: Eastern Iowa Community College District; Cape Technikon; South Peninsula College; Shoreline Community College; Community Colleges of Spokane

Highline Community College (HCC) and the National Access Consortium, Western Cape (NACWC) collaborated to improve NACWC's capacity to deliver workforce development training to its members, business and industry, and NGOs. During visits to the United States, South African partners observed various train-the-trainer programs and studied the process of setting up a workforce development program from initial contact to final assessment. The South African partners also gave presentations about higher education in South Africa to more than 300 faculty, staff, and students at HCC and the Eastern Iowa Community College District. They adapted U.S. approaches to the South African workforce development environment through workshops and one-on-one consultations with interested businesses, government offices, and NGOs. The workshops conducted by the U.S. partners in South Africa and the hands-on training in the United States led to the implementation of procedures and operational plans dealing with access to education and training, resource development, and local collaboration between education institutions to achieve development objectives. The partners also collaborated to design a feasible model for a Centre for Extended Learning that will enable the further education and training and higher education sectors in the Western Cape to work together to deliver relevant workplace job training and higher education



curricula to meet public and private industry workforce demands. NACWC continued to develop the model with Ford Foundation funds. Some 1,298 host country nationals were trained through these two projects.

HOWARD UNIVERSITY/UNIVERSITY OF TRANSKEI

Award Date: 1998 (completed June 2001)
Award Amount: \$99,923
Final Cost Share: \$146,931
Other Funds Leveraged: \$50,000
Other Partner: South African Ministry of Education

Howard University (HU) and the University of Transkei (UNITRA) collaborated to develop an emergency medicine teaching program at UNITRA using a combination of telemedicine and the Internet. The partners designed and produced the Emergency Medicine Internet Teaching Tool (EMITT), an Internet-based education program to teach emergency medicine practice and principles to physicians and nurses in South African health care facilities. They finished writing and editing 12 new Internet modules, placed the application online, and established a URL hosted on a university server. The partners trained two UNITRA engineers to manage the telemedicine network, and UNITRA established its own Telemedicine and Computer Center to link remote Eastern Cape clinics, hospitals, and other campuses to health care provider education, research, and consultation. The partners quadrupled UNITRA's Internet bandwidth and integrated lectures videotaped at Howard University's Emergency Medicine Department. These lectures can be uploaded to the EMITT web site and viewed by medical officers, students at UNITRA, and community physicians—enabling them to meet the health care goals of managing patients in rural areas without necessitating travel to and from these institutions by practitioners or patients. The EMITT program also has served as an important cornerstone of the international distance-learning program at Howard University.

HOWARD UNIVERSITY/UNIVERSITY OF THE WESTERN CAPE

Award Date: 2003
Award Amount: \$125,000
Proposed Cost Share: \$31,250

Howard University (HU) and the University of the Western Cape (UWC) are collaborating to develop and execute a comprehensive university HIV/AIDS policy to improve UWC's capacity to manage the HIV/AIDS epidemic within the campus environment. The partners seek to (1) assess the areas of need for HIV/AIDS services and support at UWC; (2) reduce the incidence of HIV/AIDS among UWC staff, students, and their families; (3) enhance coping skills and treatment for UWC staff, students, and families living with HIV/AIDS; (4) reduce the stigmatization, and its consequences, associated with HIV/AIDS; (5) explore the link between HIV/AIDS and the abuse of alcohol, tobacco, and other drugs on the UWC and HU campuses; (6) explore and enhance a model HIV/AIDS policy for dissemination at other historically disadvantaged institutions (HDI) in South Africa and historically black colleges and universities (HBCUs) in the United States; (7) develop faculty/staff exchanges and consulting programs; (8) develop and undertake joint research projects on HIV/AIDS higher education policy between faculty and students of the partner institutions; (9) conduct HIV/AIDS-related workshops, conferences, and seminars; and (10) pilot a model HIV/AIDS program at both HU and UWC and disseminate the model to other HBCUs and HDIs.



HOWARD UNIVERSITY/UNIVERSITY OF THE WESTERN
CAPE/UNIVERSITY OF NAIROBI

Award Date: 1999 (completed September 2001)

Award Amount: \$99,997

Final Cost Share: \$120,823

Other Funds Leveraged: \$80,000

Other Partners: Africa-America Institute (AAI); the
Council of Graduate Schools (CGS);
Educational Testing Service (ETS); Oregon
State University

To respond to the need for more cost-effective graduate education in Africa, this partnership established joint graduate degree programs in development-related disciplines between higher education institutions in the United States and Africa. Partners began the process through a symposium held at the University of the Western Cape in February 2000. Although organizers planned for 30 participants, 100 academic leaders from the United States and 23 African countries attended the meeting. The partnership's Steering Committee awarded 10 mini-grants to U.S.-Africa initiatives to foster academic partnerships between U.S. and African institutions leading to the development of joint, post-graduate degrees in several disciplines, including quality engineering, agricultural education, environmental sciences, women's studies, and communication disorders. Participating U.S. and African universities initiated 30 additional collaborations during the symposium, and African universities expressed an interest in developing distance-learning and nondegree programs through partnerships with U.S. universities. Participants in a second symposium, held in Nairobi in April 2001, discussed these areas further. The African partners strongly advocated developing additional collaborative programs at the post-baccalaureate level with U.S. institutions of higher education. Also, as a result of these forums, African universities developed a number of collaborations, which cut across regional and linguistic lines.

MICHIGAN STATE UNIVERSITY/EASTERN SEABOARD
ASSOCIATION OF TERTIARY INSTITUTIONS

Award Date: 2000

Award Amount: \$100,000

Proposed Cost Share: \$144,768

Other Funds Leveraged: \$60,000

Other Partners: Durban Institute of Technology
incorporating M. L. Sultan Technikon and
Technikon Natal; Mangosuthu Technikon;
University of Durban-Westville; University
of Natal-Durban; University of Natal-
Pietermaritzburg; University of Zululand;
selected community-based organizations
(CBOs)

By creating a series of partnerships between nominated community-based organizations (CBOs) and six higher education institutions in KwaZulu-Natal (South Africa), Michigan State University (MSU) and the eastern seaboard Association of Tertiary Institutions (esATI) are helping the universities and technikons in KwaZulu-Natal establish a strategic plan and program for community outreach to nearby disadvantaged communities. Also, the partnership seeks to help CBOs become better advocates for their constituents by working to make the Internet available to the participating communities. Two train-the-trainer workshops took place at the University of Durban-Westville in July 2002 and in early 2003 that trained 22 trainers in computer skills and web site development, and provided curricular models, technology, and instruction for the six institutions to use in training members of disadvantaged communities. The partnership has developed a portal web site that addresses the needs of all six communities and features the services and resources available from the six tertiary institutions to tackle priority topics selected by the KwaZulu-Natal CBO Networking Forum: food and hunger, health, microenterprise and jobs development, educational access, environment and sustainability, women's rights and affairs, and youth issues. With the first

community web sites online, the partnership has developed a model of how the communities can learn from the partnership and from each other in accessing development information and sharing assets. The partnership also has improved communications between esATI and each campus, revised and improved the server and software in support of the partnership, and, in several institutions, linked service learning personnel at each institution with key CBO personnel to promote training and servicing connectivity for the communities.

MIDDLE TENNESSEE STATE UNIVERSITY/
UNIVERSITY OF DURBAN–WESTVILLE

Award Dates: 1999, 2000 Sustainability
(completed February 2002)

Award Amounts: \$100,000 (1999),
\$100,000 (2000)

Final Cost Share: \$242,460

Other Funds Leveraged: \$60,500

Other Partners: Southern Illinois University at Carbondale; Urban Strategy; Metro Water; Council for Scientific and Industrial Research; Cato Manor Development Association; Ministry of Agriculture and Environmental Affairs (Durban); Pinetown and District Office of Welfare; Cato Crest Informal Settlement; Palmiet River Informal Settlement; Kennedy Road Informal Settlement; The Valley Trust; Adventist Development and Relief Agency (ADRA)

Through outreach activities at the University of Durban–Westville (UDW), this partnership applied sustainable and participatory environmental management principles in KwaZulu–Natal by addressing water sanitation, hygiene, and HIV/AIDS in three informal settlement communities. The partners developed survey questionnaires that were administered in April 2000 by nine UDW geography honors students in three communities. Partner institutions used the results to design training workshops and other outreach

programs to deliver in those communities. Workshops were held in December 2000 and June 2001 involving program leaders and peer educators from the three target communities, and a focus group session on HIV/AIDS was held in December 2001 at UDW with program leaders from the squatter communities. In each community, one leader and eight peer educators taught residents about water sanitation, hygiene, and HIV/AIDS, and a total of 27 community leaders and peer educators supervised the training of residents in all three communities. Through a “sister to sister” program, the education outreach program reached 1,467 community residents. The partners also designed a cross-cultural, transdisciplinary web-based course on public health concerns in informal settlement communities in South Africa. The course was offered for the first time in spring 2001 at Middle Tennessee State University and Southern Illinois University at Carbondale. It was updated and made available in the spring of 2002 and 2003 to research partners at UDW.

OREGON STATE UNIVERSITY/UNIVERSITY OF
FORT HARE/FORT COX COLLEGE OF AGRICULTURE
AND FORESTRY/UNIVERSITY OF NATAL–
PIETERMARITZBURG

Award Dates: 1998, 2000

Award Amount: \$99,998 (1998), \$99,122 (2000)

Proposed Cost Share: \$130,967 (1998),
\$183,702 (2000)

Other Funds Leveraged: \$500,000

Other Partners: University of Stellenbosch;
Institute for Commercial Forestry Research

This collaboration promotes sustainable development by strengthening the capacities of three South African institutions in agroforestry, nursery technology and production, and community development. The partnership developed new Bachelor of Science and Master of Science agroforestry curricula at the University of Fort Hare (UFH). Oregon State University (OSU) also collaborated with Fort

Cox College (FCC) to develop a community forestry program and to develop plant propagation facilities. When the partnership received an Education for Development and Democracy Initiative (EDDI) sustainability grant in 2000, the partners incorporated a new award objective, that of determining the feasibility of constructing and providing affordable wood-based housing in Eastern Cape and KwaZulu-Natal. To meet this goal, the partners have been conducting a survey of local villages that focuses on the acceptability of such housing and the requirements necessary to successfully market an acceptable product. Partners also began preliminary planning for the Participatory Rural Appraisal (PRA) in Eastern Cape, in which farmers and landowners in rural areas of Eastern Cape Province identify problems of land use and potentials of agroforestry and tree planting in their communities. The partnership anticipates that, once completed, the PRA will help them select appropriate tree species to be planted and allocate land for tree planting on individual and communal lands. Since the start of activities, partners have conducted a workshop at FCC on using media technology and developing web sites for partners. For partner staff conducting the PRA, the partners held a one-day field demonstration at UFH on establishing transects to inventory natural vegetation. In all, 32 host country nationals have been trained through partnership activities. The University of Natal-Pietermaritzburg and UFH recently expressed an interest in adopting the organization and philosophy of the U.S. Land Grant System, which involves the total integration of teaching, research, and extension activities into their universities. The two South African institutions have asked OSU to assist them as advisors.

THE PENNSYLVANIA STATE UNIVERSITY/
UNIVERSITY OF DURBAN-WESTVILLE

Award Date: 2000 (completed September 2002)

Award Amount: \$100,000

Final Cost Share: \$48,120

By enhancing the University of Durban-Westville's (UDW) Upward Bound Academic Enrichment Program, this partnership aimed to provide an innovative response to the academic and social needs of a large number of South African students seeking admission to higher education. The partnership sought to develop, implement, and evaluate an academic program designed to improve UDW's institutional capacity to serve future science, mathematics, technology, and engineering students from rural and disadvantaged communities. The strategy was to attract and retain underserved students through the professional development and training of tutors and by providing enrichment education to a cohort of 2,000 students in math, science, engineering, and life skills. The partners conducted tutor workshops in which approximately 390 tutors and tutor coordinators participated in problem solving, teamwork, active learning, and leadership development activities. After attending training, the tutors led three student workshops, teaching a total of 4,500 economically disadvantaged students. To increase the quality of science education at UDW, the partners designed and implemented courses intended to integrate the applications of engineering theories, concepts, and practice into the science curriculum. They also introduced a multidisciplinary course for future science teachers at UDW. The first-year course features carefully articulated core competencies in communication skills, math and science fundamentals, team skills, critical thinking, design, and problem solving. As part of the program's life skills development initiative, the partners convened a workshop to train eight Upward Bound counselors in HIV/AIDS prevention and contributed to the



development of a university-wide policy on HIV/AIDS prevention and advocacy. Approximately 20 secondary schools in UDW's service area are estimated to have benefited from partnership activities through participation in the workshops.

PRINCE GEORGE'S COMMUNITY COLLEGE/ VISTA UNIVERSITY

Award Dates: 1998 AACC, 2000 Sustainability (completed September 2002)
Award Amounts: \$49,999 (1998); \$49,923 (2000)
Proposed Cost Shares: \$54,469 (1998), \$32,501 (2000)
Other Funds Leveraged: \$12,000
Other Partners: Africare; College of Southern Maryland; Garrett Community College; PBS/Adult Learning Service

Prince George's Community College (PGCC) and Vista University (VU) partnered to strengthen Vista's capacity to deliver computer literacy training on its seven campuses through distance education. In 1999, faculty from PGCC and the College of Southern Maryland conducted a weeklong workshop in Pretoria, where different modes of distance learning and distance-learning pedagogy were taught to VU computer studies students and to VU faculty. Later that year, the partners taught VU faculty how to create web pages. Beginning in January 2000, with textbooks from McGraw-Hill and licenses donated by PBS, a PGCC faculty member taught an online computer literacy course to 25 VU faculty members. VU subsequently developed an audio distance-learning computer literacy course and offered it to students at its campuses in three provinces. Enrollment in this course began at 250 and reached approximately 900 students by fall 2002. In spring 2001, VU computer science lecturers provided computer training to 486 area teachers—far more than the 280 originally planned. In response to the high demand, VU offered a second course in July 2001, and 839 teachers enrolled. VU faculty trained another 350 during the third

phase of the partnership. Two VU faculty were trained to deliver online instruction and taught an online course about the history of South Africa to 17 students at three community colleges in Maryland in fall 2001. Eight VU computer science graduates completed internships as part of the grant, and two of the internships became full-time jobs. With funds from a complementary technology enhancement grant, partners established a 29-station open computer laboratory at VU's Welkom campus in May 2001, at which time a Welkom campus network engineer began Microsoft Certified Systems Engineering (MSCE) training.

SPELMAN COLLEGE/DURBAN INSTITUTE OF TECHNOLOGY

Award Date: 2002
Award Amount: \$99,977
Proposed Cost Share: \$53,911
Other Partners: Red Carnelian Films

The partnership between Spelman College (SC) and the Durban Institute of Technology (DIT) seeks to devise innovative, hands-on co-curricular initiatives that will develop tangible technical, communication, critical thinking, and social analysis skills for female students in South Africa. The partnership will culminate with the design, production, presentation, and dissemination of mini-documentaries that capture the students' interpretation of their country's continuing transition into a pluralistic, market-oriented, and economically sustainable democracy and their role in effecting this change. Partners selected five video production teams, each comprising one DIT faculty member and two DIT students. SC faculty conducted two workshops on oral narrative research, documentary production, and digital technologies. Students in the video production teams started developing their projects and conducting extended research on the topics that will be the focus of the documentaries.

SPELMAN COLLEGE/MANGOSUTHU TECHNIKON

Award Date: 2003

Award Amount: \$125,000

Proposed Cost Share: \$78,940

Other Partners: Rogers and Bussey, Inc.

The partnership between Spelman College (SC) and Mangosuthu Technikon (Mantec) seeks to increase Mantec's capacity to undertake and sustain efforts to raise its visibility and to secure and manage grants, contracts, and financial support from government, industry, nongovernmental organizations, and alumni of the institution. Partners conducted an initial needs assessment in preparation for in-country workshops and designed training modules to share and transfer knowledge based on relative protocols for sponsored research administration, managing volunteer (alumni) organizations, and establishing a unique identity for the institution. After conducting in-country workshops in June 2003, partners began to establish an Office of Sponsored Programs and International Projects at Mantec and have been acquiring computer equipment, software, and other related supplies. Partners also have been developing a commercial database for prospect/sponsor identification and an Excel database to track proposals, awards, and gifts.

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE/ATHLONE TECHNICAL COLLEGE

Award Date: 1999

Award Amount: \$49,500

Proposed Cost Share: \$30,700

Other Partners: Northeast Center for Telecommunications Technologies

The partnership between Springfield Technical Community College (STCC) and Athlone Technical College (ATC) is designed to develop model instructional programs in advanced communications and telecommunications in order to provide more educated workers for the technology sector in

South Africa. ATC faculty members spent two weeks at STCC studying laboratory setups, experiments, curriculum, and a basic train-the-trainer model. The model will help ATC mentor other colleges within South Africa as they develop training programs to alleviate the shortage of skilled technology workers in the country. ATC is now in the process of setting up telecommunications laboratories based on information acquired during the visit.

SOUTHERN NEW HAMPSHIRE UNIVERSITY/UNIVERSITY OF THE NORTH

Award Date: 2003

Award Amount: \$125,000

Proposed Cost Share: \$202,500

The partnership between Southern New Hampshire University (SNHU) and the University of the North (UNIN) seeks to develop a self-sustainable Microenterprise Development Institute on the UNIN campus that will provide economic development training to a burgeoning class of microenterprise practitioners, community leaders, and microentrepreneurs working in their local communities. The immediate objective of the partnership is to strengthen UNIN's capacity to offer training to microenterprise practitioners and to share their experiences and lessons learned with others in the region. The long-term objective of the partnership is to improve the overall economic development of rural and urban communities and to foster democratic governance by increasing the capacity of local NGOs and community organizations. SNHU assists UNIN in the areas of program design, administration, and finance to ensure a quality program. UNIN, with its extensive experience in southern Africa and community development, provides on-site management, marketing, administrative support, and a critical contextual understanding of the needs facing development professionals in South Africa. The partners developed and



implemented a marketing and outreach plan and identified potential participants for a three-week Microenterprise Development Institute. Approximately 80 microenterprise practitioners from southern, east, and central Africa participated in the Microenterprise Development Institute, where they gained skills and created contacts for networking on best practices. It is anticipated that this institute will serve not only as a model for future partnerships between international institutions of higher education, but also as a model project to replicate at similar microfinance institutes in Southern/Eastern Africa.



TEXAS SOUTHERN UNIVERSITY/EASTERN CAPE TECHNIKON

Award Date: 2000

Award Amount: \$100,000

Proposed Cost Share: \$46,000

Other Partners: Third Ward Community

Development Corporation; Lone Star Incorporated, Planergy

Texas Southern University (TSU) and Eastern Cape Technikon (ECT) seek to promote economic growth and development (1) by emphasizing entrepreneurial training for successful employment in the formal or informal sectors and (2) through the transfer of appropriate technology. The partners designed and offered training workshops at ECT on photovoltaic installation and maintenance and on fashion design. People trained at the photovoltaic workshops installed electrical connectivity at a local school. As part of its research program, ECT has been developing alternative energy and has established linkages with state governments and a solar system installation company for other solar related projects. The partners conducted workshops on business-oriented bookkeeping, tax law and requirements for informal sector workers, clothing design and manufacturing, and e-commerce to market fashion wear and merchandise. In addition, ECT fashion

department students and faculty participated in two web-based fashion workshops and a distance-learning course to improve their skills in accessing the web, sending e-mail photographs, and writing quality descriptions of garments and artifacts for their web site. Four TSU faculty participated in a distance-learning workshop to prepare for the distance-learning seminars with ECT. Simple business bookkeeping, math skills necessary to maintain a small business, and instruction on shipping worldwide have been incorporated into the seminars. Partners established a “Fashions from the Heart” web site to display and market the ECT fashion students’ designs. TSU staff maintains the web site, and the ECT fashion students regularly contribute new fashions.

TUSKEGEE UNIVERSITY/UNIVERSITY OF FORT HARE

Award Date: 2002

Award Amount: \$100,000

Proposed Cost Share: \$29,689

Other Partner: Archeworks

The partnership between Tuskegee University (TU) and University of Fort Hare (UFH) aims to reduce the shortage of housing and to provide healthier living conditions in South Africa’s townships by improving indigenous building methods and materials and by developing house-building uses for materials that are currently unused or underused. The primary objective is to develop transferable skills, such as small-scale building and community-based manufacturing, and to provide employment by using techniques and materials developed by the partnership to construct appropriate and desirable housing. Staff and students of the partnering institutions will build affordable housing that is economically sustainable and environmentally sensitive. A high priority for the partners is to provide equal access for women as well as for widows or widowers of HIV/AIDS spouses. TU and UFH have started to assess the housing needs and desires of the target users to ensure designs are

appropriate and acceptable. The Eastern Cape Provincial Housing Authority and the National Housing Authority are showing interest in expanding the project. Research and testing are under way to examine common building materials for possible improvement and to determine whether other readily available materials can be used in small building construction.

THE UNIVERSITY OF WASHINGTON/UNIVERSITY OF PORT ELIZABETH

Award Date: 2003

Award Amount: \$124,999

Proposed Cost Share: \$58,672

Other Partners: University of Namibia; University of Eduardo Mandlane; Nelson Mandela Municipality

The partnership between the University of Washington (UW) and the University of Port Elizabeth (UPE) seeks to establish an interdisciplinary program in Marine Studies and a Department of Marine Studies at UPE. The partnership promotes an enhanced understanding of the sustainable management of coastal resources in southern and South Africa. The project also addresses the local and regional demand for new and much needed specializations. Specific results of the partnership will include: (1) an enhanced leadership role for UPE in managing, organizing, and introducing new programs; (2) promotion of outreach programs that increase linkages between UPE, the local community, and the private sector in order to train coastal poor and allow them to establish small enterprises based on coastal resources; (3) a new multidisciplinary master of maritime studies and marine affairs program; and (4) an expanded multidisciplinary research capability in relevant marine and coastal fields. Partners are working on an action plan to start outreach services in collaboration of the Nelson Mandela Municipality and other local institutions.

WASHINGTON STATE UNIVERSITY/ UNIVERSITY OF THE WITWATERSRAND

Award Date: 2003

Award Amount: \$125,000

Proposed Cost Share: \$87,821

Other Partners: Mt. Spokane High School; the WSU Center for Teaching, Learning, and Technology; the Puget Sound Center

Through teacher training and by establishing a network between U.S. and South African high-tech high schools and the partner universities, the partnership between Washington State University (WSU) and the University of the Witwatersrand (UWIT) seeks to increase the number of teachers capable of integrating technology into instruction. Faculty from WSU and UWIT are sharing expertise in order to create a knowledge base of effective practices and develop the ability to deliver the knowledge in a systematic and effective way. Teachers learn about integrating technology into teaching and developing curricula for use in the classrooms. These teachers also become trainers in their respective schools, sharing knowledge and curriculum with their colleagues. The goal of the network is to improve student achievement by employing best teaching and learning practices in the United States and South Africa through both face-to-face interaction and information and communication technologies. The U.S. director, accompanied by the principal of Mt. Spokane High School (MSHS), visited to South Africa. During this visit, the partners held seminars designed to share their knowledge and to highlight the success stories and lessons learned from efforts to create high tech high schools in the State of Washington. The U.S. partnership director and MSHS's principal also launched the process of establishing an online partnership project between students and teachers at a South African high school and MSHS.

TANZANIA

COLUMBUS STATE COMMUNITY COLLEGE/
DAR ES SALAAM INSTITUTE OF TECHNOLOGY

Award Date: 1999

Award Amount: \$49,389

Proposed Cost Share: \$26,175

Other Partners: Vicatel; Victoria Computers and
Telecoms Ltd.; Tanzania Ministry of Finance

Columbus State Community College and the Dar es Salaam Institute of Technology are establishing an Information Technology Institute to provide training to Tanzanian leaders in the public and private sector. The institute will have the capacity to train 200 leaders per year in information technology. A team of Tanzanian trainers-in-training traveled to Columbus State Community College for a four-week training session on practices, issues, and trends in the information technology field, as well as hands-on technical training. Subsequently, the partners identified three modules for the planned courses in the new institute, including computer literacy, basics of computer networking, and Internet technologies. Vicatel, a Tanzanian information services business, has hired an additional staff person to assist with training and program expansion. The company also has arranged for a wireless connection to facilitate the delivery of online training courses in Tanzania.

MISSISSIPPI STATE UNIVERSITY/
UNIVERSITY COLLEGE OF LANDS AND
ARCHITECTURAL STUDIES AT THE UNIVERSITY OF
DAR ES SALAAM

Award Date: 1998 (completed January 2001)

Award Amount: \$83,763

Final Cost Share: \$48,513

Other Funds Leveraged: \$6,000

This partnership was designed to share expertise and help improve the ability of the University College of Lands and Architectural Studies (UCLAS) at the University of Dar es Salaam to advocate environmentally sound and cost-effective methods of pesticide management in Tanzania. The partnership also was designed to train a new generation of pesticide experts in Tanzania, creating opportunities for an enhanced pesticide-related research program at UCLAS. Through a series of workshops and site visits, partners shared best practices and successfully established themselves as leaders in environmental remediation. They held workshops in Tanzania and Mississippi to discuss obsolete methods of pesticide disposal and mechanisms to prevent the accumulation of toxic stockpiles. Partnership activities encouraged Tanzanian policy makers and businesspeople to increasingly consult the partners at UCLAS for their expertise in pesticide management and disposal.



OHIO STATE UNIVERSITY/SOKOINE UNIVERSITY OF AGRICULTURE

Award Date: 2002

Award Amount: \$97,529

Proposed Cost Share: \$43,274

Other Partners: International Trade and Assistance Center; the Business Enhancement Network, the Ohio Department of Agriculture; the Tanzanian Chamber of Commerce, Industry, and Agriculture; Tanzania Horticulture Producers and Exporters; Victoria Computers

The partnership between Ohio State University (OSU) and the Sokoine University of Agriculture (SUA) seeks to enhance SUA's institutional capacity to help Tanzania's agribusiness sector by (1) developing a practical Agribusiness Management Program (AMP) at SUA and (2) institutionalizing linkages between SUA faculty and the private agribusiness sector. These linkages—including case studies and student internships and a new Agricultural Development Center (ADC) that will be a center for business outreach—will establish an integrated agribusiness program that will include private sector input in planning. OSU and SUA partners have reviewed OSU's AMP curriculum and case studies, assessed the ADC and internship models, and met with trade representatives from Ohio. SUA faculty have collected data for the monitoring and evaluation system and completed a survey of agribusiness constraints and training needs in Tanzania. The partners also have identified stakeholders to participate in the Agricultural Advisory Committee (AAC), which the partnership created as the institutional foundation for the ADC. The AAC, composed of Tanzanian stakeholders in agribusiness, convened its first meeting in early 2003, during which it identified short-course topics for the local agribusiness community and prepared two case studies for use in the classroom.

SOUTHERN NEW HAMPSHIRE UNIVERSITY/THE OPEN UNIVERSITY OF TANZANIA

Award Date: 2000 (completed November 2002)

Award Amount: \$99,925

Final Cost Share: \$274,864

Other Funds Leveraged: \$153,000

Other Partners: local nongovernmental organizations (NGOs) and community-based organizations (CBOs); government officials; business representatives

Southern New Hampshire University (SNHU) and the Open University of Tanzania collaborated to design certificate and graduate degree programs in community economic development (CED) to provide skills training, networking, and technical support to development practitioners throughout Tanzania. Each participant represents an NGO that focuses on self-help activities, and each student/practitioner must complete an applied project in lieu of a thesis requirement. Participants who complete the program receive a master of science degree from SNHU. More than 50 practitioners from NGOs throughout Tanzania attended classes in the first cycle of the CED master's degree program, and a team of Tanzanian and SNHU faculty taught the classes. More than 400 applicants are on the waiting list for the next cycle, scheduled to begin in September 2003. Currently, participants attend class for one week each month for 18 months. During the next cycle, however, participants will begin attending class for one week every other month for 18 months. The partners established computer connections to support distance education classes taught by SNHU faculty and are offering the nonresidential program in two locations (Arusha and Dar es Salaam). It is estimated that more than 50 Tanzanian communities have benefited from the training activities. Plans continue to expand the program throughout East Africa under SNHU's Partnership for East African Community-based Economics (PEACE) initiative. This partnership developed a curriculum



that has been integrated into the highest levels of the Government of Tanzania's development policy, which directly responds to the Tanzanian and, more broadly, to the East African Development Agenda.

UGANDA

OHIO STATE UNIVERSITY/MAKERERE UNIVERSITY

Award Date: 1999

Award Amount: \$96,442

Proposed Cost Share: \$105,450

Other Funds Leveraged: \$77,365

Other Partners: Investing in Developing Export Agriculture project; Ohio Department of Agriculture; Ohio Department of Development; Rockefeller Foundation; Ugandan Ministry of Agriculture, including the National Research Organization

This partnership seeks to strengthen the capacity of Makerere University (MU) to provide agribusiness management training by creating linkages with the private sector. The Agribusiness Advisory Committee, established by the partnership to develop links between the private sector and MU faculty, consists of 10 agribusiness representatives. It has convened four meetings to (1) review the master's degree program in agribusiness management (MABM), (2) determine additional locations for internship placements, (3) identify case study opportunities, and (4) revise the MABM curriculum. OSU and MU developed four draft business case studies, and private sector agribusiness managers have provided eight special classroom lectures about their businesses. Also, the partners installed a computer for exclusive use by agribusiness faculty and students and developed a web site to promote the program to local and international agribusiness firms. All 11 first-year students in the MABM completed internships with private sector firms, and 12 second-year students in the MABM completed or were in the process of completing internships with private sector

firms. The program's success led the MU faculty to change the department's name from the Department of Agricultural Economics to the Department of Agricultural Economics and Agribusiness, to establish an undergraduate program in agribusiness, and to adopt internships at the undergraduate level in the Faculty of Agriculture. In addition, three faculty members have been appointed to serve on an advisory committee to write the agribusiness component for the Plan to Modernize Agriculture, the planning document for the agriculture sector in Uganda.

STATE UNIVERSITY OF NEW YORK, ALBANY/ MAKERERE UNIVERSITY

Award Date: 2000 (completed September 2002)

Award Amount: \$96,432

Final Cost Share: \$53,979

Other Partners: Ugandan Ministry of Finance; New York State Department of Health

These partner institutions established an undergraduate and a graduate program in environmental science and health at Makerere University (MU) to build Uganda's capacity to respond to environmentally related health hazards. As a first step toward developing a similar program in Uganda, one MU faculty member visited Albany to review its environmental health curriculum, teaching materials, and teaching methods. The partners then assessed the needs of MU's Institute of Public Health and discussed their plans with government officials. As a result, the partners created an environmental science and health program at MU that addresses specific public health problems in Uganda. The initial focus of the curriculum has been on clean drinking water, clean wastewater, and solid waste management. Partnership activities also have included training three young Ugandans in environmental health at the State University of New York, Albany (SUNY-Albany) to enable them to return to Uganda as faculty in the new program. The first to return to Uganda completed

a master's in public health and started teaching this program in the winter of 2002. Another student completed a doctorate in environmental health and toxicology and returned to Uganda as a full-time faculty member in the summer of 2003. The third student has been working toward a master's in public health, with a major in epidemiology. These students have all been partly supported by other funds, including a grant from the Fogarty International Center at the National Institute for Public Health. Partners continue to prepare for further exchanges, and two faculty members from SUNY-Albany have offered short courses to undergraduates enrolled in the new environmental sciences program at MU.

ZAMBIA

CLEVELAND STATE UNIVERSITY/COPPERBELT UNIVERSITY

Award Dates: 1999, 2000

Award Amount: \$99,995 (1999), \$96,995 (2000)

Proposed Cost Share: \$282,888 (1999),
\$310,604 (2000)

Other Funds Leveraged: \$45,000

Other Partners: Kitwe Chamber of Commerce in
Zambia; Cleveland Advanced
Manufacturing Center, Inc.

The Cleveland State University (CSU) and Copperbelt University (CBU) partnership is developing an extension service at CBU to help local factories improve the quality and efficiency of their plant floor operations, which will enable the factories to compete more effectively with imported goods and services within the Zambian market. The partners conducted an initial survey of local firms to determine their training needs and developed a curriculum that emphasizes hands-on training in factory floor activities. In October 2001, they held two training sessions for five CBU faculty members. Ten factory-



floor trainees attended each session. In March 2002, 26 participants from government, industry, and the university attended a two-day conference to assess the two training sessions and to plan the development of a productivity quality center at CBU, which will institutionalize CBU's newly developed training capacity. Two CBU faculty members are completing their doctorates in business at CSU under the ALO grant. They are working closely with CSU faculty to produce a web-based productivity and quality training program, which will be used as part of CBU's extension program for local manufacturers. Two additional CBU faculty have begun the master's program at CSU's Engineering School and are developing the web-based training modules. Testing is under way on the four training modules already developed. The software for preparing the web-based modules, which was purchased with ALO award funds, will be used by the four CBU faculty to produce additional training materials for CBU's Productivity and Quality Center. The partners envisage that CBU will ultimately use its software to prepare web-based courses in other knowledge areas for delivery both within Zambia and in other African countries.

ASIA AND THE NEAR EAST

“Development in Indonesia will be enhanced as farmers and rural communities reduce their use of and exposure to harmful chemical pest control compounds. Farmers will receive direct financial benefits through lower cost production technology. Communities will receive benefits from healthier environments, especially clean water. Nationally, a fragile ecosystem, including a marine national park, will be protected from harmful chemical runoff.”

—Dr. Michael Hammig, Clemson University/Universitas Sam Ratulangi (Indonesia)

Since 1998, ALO has supported 37 higher education partnerships focusing on Asia and the Near East. The West Bank/Gaza has hosted the most partnerships with seven, all special initiatives initiated by USAID and the West Bank/Gaza. Nepal has hosted six partnerships, and the Philippines have hosted four. Afghanistan and Indonesia have each hosted three partnerships, while Bangladesh, Egypt, India, and Laos have each hosted two. Cambodia, Jordan, Sri Lanka, Thailand, and Vietnam have each hosted one. The Sri Lanka partnership was the sole partnership in the region funded through the Workforce Development Partnerships program, in cooperation with the American Association of Community Colleges (AACC).

AFGHANISTAN

LOMA LINDA UNIVERSITY/KABUL MEDICAL INSTITUTE

Award Date: 2003

Award Amount: \$124,925

Proposed Cost Share: \$710,385

Other Partners: Afghan Medical Association of America

This partnership seeks to enhance Afghanistan's capacity to improve the knowledge and clinical skills necessary to address current health needs. Partners are implementing a program for faculty development and continuing education, reorganizing and updating Kabul Medical Institute's (KMI) basic and clinical science programs, and delivering to KMI the essential technical equipment for effective teaching. In addition, Loma Linda University (LLU) is training Afghan faculty and staff in English. LLU is collaborating with the Afghan Ministry of Public Health and the Ministry of Higher Education and maintains eight to ten faculty at KMI, who serve short-term appointments to upgrade basic and



clinical education skills. LLU also is helping to install and introduce distance learning technology, teaching tools, and laboratory materials.

UNIVERSITY OF MASSACHUSETTS—
AMHERST/AFGHAN UNIVERSITY FOR EDUCATION

Award Date: 2003

Award Amount: \$124,993

Proposed Cost Share: \$31,113

The goal of the partnership between the School of Education at the University of Massachusetts–Amherst (UMass) and the Afghan University for Education (AUE) is to build local institutional capacity for rapid teacher training in basic education. In response to the urgent educational needs in Afghanistan, the partners seek to increase AUE’s ability to rapidly train accelerated learning facilitators at the community level; develop culturally appropriate training materials; and promote dialogue about the role of rapid teacher training in AUE’s academic program. To support project activities, the partners are establishing a Center for Accelerated Learning at AUE. The Center will house project materials, provide logistical support for workshops and other linkage activities, and provide translation services. Additionally, UMass and AUE intend to organize a stakeholder meeting at AUE to discuss alternative approaches to basic education for out-of-school youth; conduct training seminars for participating AUE faculty and accelerated learning facilitators; and visit with and learn from the experience of international non-governmental organizations (NGOs) that are conducting other accelerated learning programs in Afghanistan.



PURDUE UNIVERSITY/KABUL UNIVERSITY

Award Date: 2002

Award Amount: \$100,000

Proposed Cost Share: \$63,884

Other Partners: Afghanistan Ministry of Higher Education; Midwest Universities Consortium for International Activities (MUCIA); Kabul Polytechnic; Kabul Education University

The partnership between Purdue University and three Afghan institutions seeks to establish a rapid training capacity at Kabul’s institutions of higher learning in order to generate an immediate flow of skilled workers and trainers into Afghanistan’s rebuilding effort. The partners target training on the use of distance learning (DL) techniques and establishing DL laboratories in Kabul. Faculty interaction focuses on agriculture, education, engineering, and technology. A Purdue team visited Kabul to assess priorities and discuss implementation of the partnership with the Afghan minister of higher education, who is very involved in partner activities. Purdue also conducted training in computer software for Kabul University (KU) faculty members. In April 2003, four KU faculty traveled to Purdue to discuss uses, techniques, and facility needs to implement DL at KU and to work with the Purdue School of Agriculture on curriculum development. The partners are preparing to ship 40 computers, which will be used to set up four DL labs at the KU Schools of Agriculture, the KU School of Engineering, Kabul Polytechnic, and the University of Education. Purdue is working with St. Vincent DePaul to ship the computers in one of their airfreight containers free of charge. Purdue is also arranging for the shipment of textbooks and reference materials to colleagues at the three universities. In summer 2003, a Purdue team of engineers and agriculturalists are traveling to Kabul to help install and pilot-test the equipment for the four DL labs, conduct further DL training, follow up on the agricultural development curriculum, and help rehabilitate the research farm at KU.

BANGLADESH

SOUTHERN ILLINOIS UNIVERSITY AT
CARBONDALE/INDEPENDENT UNIVERSITY OF
BANGLADESH

Award Date: 2002

Award Amount: \$99,978

Proposed Cost Share: \$115,571

Other Partners: Khan Foundation; Women for
Women

The primary goals of the partnership between Southern Illinois University at Carbondale (SIUC) and the Independent University of Bangladesh (IUB) are to develop curricula, expertise, research, strategies, and educational materials to end domestic violence in Bangladesh and to remove barriers that domestic violence imposes on women's socioeconomic mobility and political participation. Since the launch of the collaboration in 2002, SIUC and IUB have surveyed more than 170 women workers and five focus groups on knowledge, attitudes, and practice regarding domestic violence. The partners have visited various domestic violence programs and shelters and consulted with legal experts, psychologists, health care practitioners, and women's organizations in both the United States and Bangladesh, including the One-Stop Crisis Center in the Women's Ministry. Thus far, the partnership has trained 18 host country nationals (17 women, one man) in research methodologies and interviewing techniques. In the coming months, a Bangladeshi partner will visit the United States to learn about domestic violence programs, the development of educational materials on domestic violence based on the survey results, the testing of the effectiveness of the materials, and the development of a web site.

VIRGINIA POLYTECHNIC INSTITUTE AND STATE
UNIVERSITY/DHAKA UNIVERSITY ~ SPECIAL
INITIATIVE

Award Date: 2003

Award Amount: \$120,000

Proposed Cost Share: \$48,765

Other Partner: University of California, Davis

The partnership between Virginia Polytechnic Institute and State University, the University of California, Davis, and Dhaka University (DU) seeks to strengthen the Women's Studies Department at DU by developing courses, increasing the skills of students and faculty through collaborative research projects, and improving the research agenda. The partnership's long-term objective is to improve the condition of Bangladesh women by (1) strengthening DU's institutional capacities for research and analysis on topics of relevance to women's issues and by (2) enabling DU to become more responsive to the needs of those working in sustainable development to improve the condition of women in Bangladesh. The partners have developed syllabi, readings, and other materials for online courses on women and the environment, women and demography, gender and globalization, gender and development, and transnational Muslim women. Also, they have begun to collaborate on a gender atlas of Bangladesh and on research projects on transnational feminism and reproductive health. The partners began evaluating current materials, performing fieldwork, and collecting maps to create the gender atlas. They also began searching current literature, selecting literature and films, and developing theoretical frameworks for a textual analysis on how the representation of women in popular literature and film, both in Bangla and in English, influences popular discourse on women. In addition, the partners have begun developing research protocols, determining issues, identifying field sites, and contacting clinic staff for research on the relationship

between reproductive health services and national and international proclamations about empowerment and rights. The partners also are creating a partnership web site.

CAMBODIA

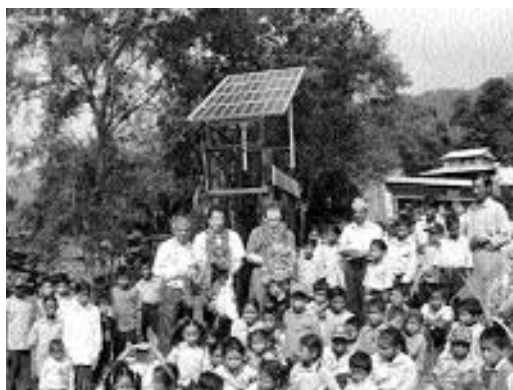
CALIFORNIA STATE UNIVERSITY,
FULLERTON/PANNASASTRA UNIVERSITY

Award Date: 2003

Award Amount: \$124,419

Proposed Cost Share: \$87,134

The Partnership for Educating Leaders through Community Service-Learning is establishing a Center for Community Service-Learning at Pannasastra University of Cambodia. The partnership is training Cambodian faculty in a cross-section of disciplines on how to use service-learning pedagogy. This entails the use of community service as “text,” where students are given credit for learning from their community service experience through courses that integrate reflection and discussion. The focus of the partnership is to provide training that meets community needs such as HIV/AIDS education and to increase literacy and promote education. Further, by promoting opportunities to serve and participate in governance and community organizations, the partnership helps participating students better understand civic education and responsibility.



EGYPT

GEORGIA STATE UNIVERSITY/ALEXANDRIA INSTITUTE
OF TECHNOLOGY ~ SPECIAL INITIATIVE

Award Date: 2002

Award Amount: \$749,999

Proposed Cost Share: \$223,693

Georgia State University (GSU) and the Alexandria Institute of Technology (AIT) are contributing to Egypt’s human resource capacity in business, with a focus on international marketing and e-commerce. This special initiative seeks to provide up-to-date, market-relevant skills to current and prospective marketing professionals through fully functioning distance education facilities located in various parts of the country. The GSU program director and AIT advisors collaborated on the program design with business leaders, managers, and academicians in Alexandria and Cairo. They also finalized a marketing plan, an action plan outlining responsibilities for the first year, and an evaluation plan. Partners identified and hired the AIT faculty team and created a WebCT site, which includes discussion board capabilities that enable live, online discussions and instructions (<http://www.iib.gsu.edu/Egypt/AIT-GSU.htm>). In March 2003, AIT partners completed an introduction to WebCT training led by a GSU faculty member. Two lab engineers are now on hand to help update and maintain the distance learning facilities. The partners also conducted a self-paced training program on case-method writing and teaching. The training included two video presentations that were delivered using distance education technology. In June and July of 2003, GSU partners conducted additional training programs at AIT on e-commerce, global marketing, and distance learning pedagogy. Egypt-specific case-writing assignments were an integral part of these three programs. Partners finalized a training program that will be conducted in fall 2003 at GSU. This part of the program includes sessions on global mar-

keting, global marketing research, e-commerce, supply chain management, customer relationship management, distance learning pedagogy, and intensive English programs.

**WALLA WALLA COMMUNITY COLLEGE/
AL-AZHAR UNIVERSITY**

Award Date: 2000

Award Amount: \$99,600

Proposed Cost Share: \$237,800

Other Partners: John Deere Company; Hinrichs Trading Company; Nelson Irrigation Corporation; Arab Office for Trade—Cairo

Walla Walla Community College (WWCC) and Al-Azhar University are collaborating to design an agricultural technical institute and to develop agricultural technician training programs to increase sustainable agricultural production in the East Oewinat region of Egypt. During the first phase of the collaboration, the partners conducted a technical skills assessment for the region. Partners then finished aligning the curriculum and course sequences for the proposed institute and established skills standards for 13 programs of instruction. These programs will focus on such areas as agricultural business management, farm management, animal and crop production, agricultural equipment, agricultural production entrepreneurs, nursery management, and land reclamation. Development of the initial curriculum, course sequences, and course content was based on the completed needs assessment. In total, the WWCC/Al-Azhar partnership completed the training of 43 Egyptian nationals in job analysis, curriculum development, and teacher training. The partners also obtained the commitment of the Egyptian Ministry of Education to finance the construction of the technical institute and a working farm in El-Fayoam, 100 kilometers south of Cairo. John Deere Company represen-

tatives have been involved in the partnership since the beginning, traveling to Egypt with WWCC faculty at their own expense, and serving as consultants on the curriculum design and the instructor training program.

INDIA

**EASTERN IOWA COMMUNITY COLLEGE
DISTRICT/VASAVI COLLEGE OF ENGINEERING**

Award Date: 2001

Award Amount: \$99,810

Proposed Cost Share: \$94,292

Other Partners: Sinclair Community College; Hinds Community College; Community Colleges for International Development

This partnership seeks to develop a model of educational infrastructure for establishing pilot community colleges throughout south India. The partnership addresses the growing need of Indian workers for expanded skills and knowledge to meet the demands of a high-performance workplace. Partnership activities included a workshop conducted in Hyderabad in May 2002 with 22 Indian participants representing 10 educational institutions. The workshop focused on defining a community college and developing local implementation plans. Workshop participants have submitted reports on executing plans for a community college in their area. In fall 2002, workshop participants went on a study tour of U.S. community colleges, including the College of DuPage, Eastern Iowa Community College District (EICCD), Kirkwood Community College, and Sinclair Community College. The visits focused on such topics as working with business and industry, the organization of community colleges, serving students with special needs, the role of a board of trustees, community needs assessments, and curriculum development. In spring 2003, the dean of Muscatine Community College for EICCD traveled to India to conduct two three-day workshops for 35 to 40 participants on

curriculum development. These workshops were sponsored and funded by two Bangalore NGOs: Skills for Progress and Further Vocational Training Foundation. Partners have leveraged \$4,837 in additional funding.

HOUSTON COMMUNITY COLLEGE SYSTEM/
UNIVERSITY OF DELHI

Award Date: 1999 (completed December 2002)

Award Amount: \$99,778

Cost Share: \$101,631

Other Partners: Texas Medical Center; Spantron, Inc.; The East End Chamber of Commerce (United States); Delhi Centre for Women's Studies; PHD Chamber of Commerce; Centre for Higher Education in Professional Development

The partnership between Houston Community College System (HCCS) and the University of Delhi aimed to develop a model of cooperative training to provide students, especially women, with marketable skills for health careers. During a 2000 summer workshop involving seven leading higher education representatives from India and 30 faculty, doctors, and administrators from HCCS, the partners designed the curriculum for 12 new vocational courses, seven more than originally planned. These courses focused on family and child welfare, nutrition, HIV/AIDS, and health management. During two separate seminars, more than 20 hospital administrators and policy makers devised an action plan to conduct the new courses at various institutions in India. The partners also created advisory boards for the health sectors and a data bank of 60 health experts. Two workshops held in 2001 in New Delhi identified key curriculum areas and targeted technical training of health care professionals in India. The first workshop identified the following programs: (1) HIV/AIDS; (2) hospital information management; (3) human services in health care institutions; and (4) nutrition and child development. More than 200 participants from the

University of Delhi and from leading hospitals, government agencies, voluntary organizations, and other local institutions attended. Fifty participants attended the second workshop, which addressed technical training needs for health care professionals in India and the ways in which universities could make higher education programs more practical to address those needs. In addition, the partners developed two distance education courses on HIV/AIDS, to be used by Indian partners and hospital professionals.

INDONESIA

CLEMSON UNIVERSITY/UNIVERSITAS SAM RATULANGI

Award Date: 2002

Award Amount: \$100,000

Proposed Cost Share: \$111,196

Other Partners: Food and Agriculture Organization Programme for Community IPM in Asia; Tri Esa Foundation; National IPM Training Program

Clemson University and Universitas Sam Ratulangi (UNSRAT) are collaborating to provide research, education, and outreach to develop and conduct integrated pest management (IPM) for major vegetable crops grown in fragile ecosystems. Ultimately, these efforts will reduce chemical pollution, improve human health, increase biodiversity, and improve profitability for farm enterprises in Indonesia. Seeking to provide synergy and enhance future outreach activities, the partners have established contact with a USAID/Jakarta-funded project, also based in North Sulawesi, involving village-level natural resource management. The partners are also exploring possible future joint farmer training programs with a Jakarta-based NGO, Farmer Initiatives for Ecological Literacy and Democracy. Using appropriately modified questionnaires developed by the Bogor Agricultural University in West Java, UNSRAT

Workforce Development and the Community College Model

U.S. higher education institutions increasingly shape their curricula and programs to meet market needs in their communities, and work with public institutions and the private sector to identify necessary skills and competencies for graduates entering the workforce. U.S. community colleges are leaders in the field of workforce development. For years, they have collaborated with businesses and industries in their communities to design curricula, training courses, and other programs to upgrade the skills of local workers.

In this era of globalization, these institutions bring the same demand-driven approach to their partnerships abroad and, in the process, they influence the way international educators think about higher education.

ALO partnerships build on the experience of U.S. higher education institutions to design workforce and professional development programs overseas. Through the Workforce Development Partnership program (1998–2002), in cooperation with the American Association of Community Colleges (AACC), 17 U.S. community colleges worked with partner institutions in 10 countries to enhance the skills of nurses, teachers, industrial workers, entrepreneurs, tourism sector employees, technicians, surveyors, and information technology (IT) specialists. Awards ranged from \$24,000 to \$50,000, with significant cost sharing from the partner institutions, sometimes as much as two to three times the amount of the award.

Community colleges are also well-represented in ALO's Institutional Partnerships program: Bronx Community College, Eastern Iowa Community College District, Harford Community College, Highline Community College, Houston Community College System, Maricopa Community College District, Prince George's Community College, Red Rocks Community College, and Walla Walla Community College all have received at least one partnership grant. In addition, Bronx Community College, Highline Community College, Prince George's Community College, and Riverside Community College District each received an award from ALO and the Education for Democracy and Development Initiative (EDDI) to enhance the sustainability of partnerships initially funded through the AACC program (see page 9 for more information about EDDI and their activities). In 1999, Metropolitan Community College received an ALO award, sponsored by USAID/EI Salvador, in excess of \$1 million for a collaborative activity in early childhood education.

An increasing number of developing countries seek to adapt the U.S. community college model to their own higher education contexts to increase access to postsecondary education and produce the educated and well-trained workforce that is needed for sustainable development. In addition, community colleges' focus on providing relevant training for existing and emerging jobs within local communities encourage students to stay in the community rather than emigrating to search for employment elsewhere. The process of higher education reform can be very complicated and can involve a number of legal, institutional, and even political obstacles. Despite these challenges, supporters are optimistic that the strengths of the community college system will become evident, and that similar models will emerge around the world.

faculty will conduct a socioeconomic survey of vegetable growers in villages in the Lake Tondano watershed area where, together with their Clemson counterparts, they will perform field studies and IPM training. The baseline information gathered on traditional farm production practices will be used for impact analyses later in the collaboration.

OHIO UNIVERSITY/STATE ISLAMIC UNIVERSITY SYARIF HIDAYATULLAH

Award Date: 2002

Award Amount: \$97,105

Proposed Cost Share: \$97,603

Other Partners: Center for Research on Intergroup Relations and Conflict Resolution; Faculty of Social and Political Sciences; University of Indonesia

The primary goals of the Ohio University (OU) and State Islamic University Syarif Hidayatullah (UIN) partnership are (1) to build a teaching and research capacity in civic education at UIN, (2) to develop models of active teaching and problem-based learning for civic education for the K-12 *madrasah* network of Islamic schools, and (3) to strengthen the teaching and research mission of the Southeast Asian Studies Program at OU, particularly in the areas of Islam, educational reform, conflict management, civic education, and democratic institutions. In December 2002, the OU partners and several OU students conducted workshops on conflict resolution in collaboration with the University of Indonesia's Center for Research on Intergroup Relations and Conflict Resolution (CERIC). Two UIN faculty members are enrolled in OU's Master of Arts program in International Studies, for which they are conducting research and taking courses related to civic education. One UIN faculty member is currently a visiting scholar at OU. In the coming months, two more UIN faculty members will travel to the United States to work with OU faculty on the teaching of civic education in Indonesia. CERIC has

offered to host workshops on local conflict management, democratic dialogue, the role of the media in reporting on conflict, and tolerance education.

UNIVERSITY OF ILLINOIS, URBANA-CHAMPAIGN/
INSTITUTE OF TECHNOLOGY, BANDUNG

Award Date: 1999 (completed in May 2003)

Award Amount: \$100,000

Proposed Cost Share: \$148,194

Other Partners: Indonesia Partnership for Local Government Initiatives; Emerson Park Development Corporation

The partnership between the University of Illinois, Urbana-Champaign (UIUC) and the Institute of Technology, Bandung (ITB) aims to develop a university-community collaboration model to strengthen local governance. Partners conducted five workshops with 198 participants at the start of the project to identify the most pressing development issues arising from the rapid growth of Jatinangor, an emerging urban area adjacent to Bandung. The three most critical areas identified were job creation, access to clean water, and waste management. The partners established priority actions to address the problem of unemployment in Jatinangor in an initial pilot project. During the course of the project, annual training programs were conducted at UIUC under the Local Government Management Institute. The training introduced participants to participatory planning and implementation in the context of U.S. local government. In July 2000, two members of Forum Jatinangor, a grassroots organization working with the partners, participated in the two-week institute, and one member stayed for an extra month to complete an internship with the East St. Louis Action Research Project and the Emerson Park Development Corporation. The partnership's workforce development activities included establishing a skills re-tooling program for pedicab drivers in Jatinangor and supporting retention of local

workers in the woodworking industry. Forum Jatinangor has been a key liaison to local government to ensure that residents of local villages are appropriately benefiting under decentralization. Four other stakeholder associations in Jatinangor have participated in partner activities: the Mosque council, a youth association, the Village Parliament, and the newly created Alliance for Four Universities. As a direct outgrowth of the Jatinangor partnership, the Department of Regional and City Planning at ITB developed and offered new courses in participatory planning. Between UIUC and ITB, five new courses were developed as a result of the partnership. With the support of the district head, the model of participatory planning and implementation devised by Forum Jatinangor is being replicated throughout Kabupaten Sumedang. Forum Jatinangor has become a legitimate stakeholder with a voice in policy discussions at the district level in an unprecedented way, and it can be a model for other Indonesian localities, especially when the resources of local universities can be marshaled in support of the process. The partners have leveraged an additional \$237,250 in resources from the Ford Foundation and USAID/Jakarta.

JORDAN

UNIVERSITY OF ARKANSAS/YARMOUK UNIVERSITY

Award Date: 2001

Award Amount: \$99,739

Proposed Cost Share: \$117,592

Other Partners: Hashemite Kingdom of Jordan;
Ministry of Tourism and Antiquities

This partnership seeks to employ a cultural resource management (CRM) approach to assess the potential for tourism in Northern Jordan, the feasibility of a heritage center in Irbid, and the potential for sustainable microenterprise development through tourism in two small communities near the heritage sites of Umm Qais and Umm al Jimal.

Partnership activities will also include the development of certificate programs in CRM, tourism, and community development for local administrators, and the creation of a graduate internship program in CRM, tourism, public administration, and marketing. The partners hope to create a critical mass of people committed to sustainable development through tourism centered around northern Jordan's archaeology and heritage. Partnership activities have included work on infrastructure inventory, site assessment, market analysis, study of tourism infrastructure, microenterprise training, and development of plans for the Heritage Center in Irbid City. Partners met in Jordan in May 2002 to develop the plans for two potential tourist ways in northern Jordan and to meet with village and town leaders along those ways. University of Arkansas team members have continued work on programming of the Heritage Center in Irbid, and Yarmouk partners have continued work on inventory, evaluation and infrastructure needs of sites in the eastern and western tourist ways in northern Jordan.

LAOS

CASE WESTERN RESERVE UNIVERSITY/NATIONAL UNIVERSITY OF LAOS

Award Date: 1999 (completed in January 2003)

Award Amount: \$100,000

Cost Share: \$742,674

Other Partners: Khon Kaen University (Thailand); Health Frontiers (an all-volunteer U.S. non-profit organization); Mahosot hospital and Setthathirath hospital (teaching hospitals in Vientiane); Rainbow Babies and Children's Hospital

This partnership developed Lao capacity to provide postgraduate training in pediatrics and internal medicine. With help from volunteer expatriate faculty, Case Western Reserve University successfully assisted the National



University of Laos (NUOL) to develop the country's first full-time postgraduate medical education program. The first four Lao-trained pediatricians graduated in 2001. A second class of four pediatricians graduated in March 2002. For a country such as Laos, with 2.5 million children and previously only seven fully trained Lao pediatricians, the prospect of training this many new pediatricians per year has profound implications for improving the health of its children. Of the eight graduates, five have returned to their provincial hospitals and three have joined the Lao pediatric faculty in Vientiane. The university launched a three-year internal medicine residency training program with six residents in training. Partners also established the Lao Pediatric Residency training program, and 19 physicians are currently enrolled. Six of these residents graduated in April 2003. Inspired by the success of the pediatric program, a new internal medicine residency curriculum was developed and is in its first year, with six Lao physicians in training. The partnership also refined a model of low-cost, in-country, volunteer-assisted training of advanced health professionals and disseminated this model to the academic and development community. The project hosted 21 volunteer faculty visits from eight institutions. Three of these were long-term commitments of nearly a year. Khon Kaen University (KKU) in Thailand has provided clinical training rotations for Lao pediatric residents in specialty fields not currently available in Laos.

CASE WESTERN RESERVE UNIVERSITY/NATIONAL UNIVERSITY OF LAOS

Award Date: 2002

Award Amount: \$100,000

Proposed Cost Share: \$844,792

Other Partners: Khon Kaen University (Thailand); Health Frontiers (an all-volunteer U.S. non-profit organization); Rainbow Babies and Children's Hospital

Case Western Reserve University (CWRU) and the National University of Laos (NUOL) have established a very successful linkage, built upon a long-standing relationship, which aims: (1) to establish an intensive three-year residency training program in internal medicine in Laos; (2) to graduate two classes of six Lao pediatricians from a three-year residency program in pediatrics; (3) to establish an office of postgraduate training and research and an institutional review board that meets international standards for human subjects protection; and (4) to establish a program of faculty and resident exchanges. The partnership's most significant accomplishment thus far has been the development of a functional internal residency program at NUOL. The first group of internal medicine residents has completed the first year of training. In early 2003, two new classes of interns (six interns each) were selected for the pediatric and internal medicine residency training programs. In addition, a new provincial public health rotation was begun for the pediatric residents. Each intern spent one month in rural provinces teaching and giving training on public health. In March 2003, a new Office of Postgraduate Education and Research was officially opened on the Lao Faculty of Medical Sciences campus. Partners have also conducted training in English and computer skills for medical students and faculty.

MOROCCO

INDIANA STATE UNIVERSITY/UNIVERSITÉ
HASSAN II–MOHAMMEDIA

Award Date: 2003

Award Amount: \$124,289

Proposed Cost Share: \$22,500

Other Partner: Moroccan Ministry of Higher
Education

The partnership between Indiana State University (ISU) and Université Hassan II–Mohammedia (HIIU) seeks to strengthen the administrative and leadership capacity at institutions of higher learning in Morocco by developing a graduate Certificate Program in Higher Education Leadership and Administration for a core group of 20 Moroccan higher education administrators. The 20 administrators, or ISU-USAID Moroccan Fellows, will serve as in-country instructors and provide training for additional Moroccan higher education administrators in collaboration with ISU. Based upon information gathered during a planning visit in Morocco, the partners developed a curriculum of six course modules to be delivered at a distance electronically as well as on site at HIIU. The partners also developed a web-based portal that permits the partners and the Fellows to exchange ideas and to discuss issues and concerns. In July 2003, the ISU-USAID Moroccan Fellows traveled to ISU for a three-week Summer Leadership Institute and participated in seminars, short-courses, and field trips specifically designed to cover the six course modules. The Fellows also participated in cultural activities, conducted research, collected information, and shadowed top-level ISU administrators in their specified area of interest, based upon the six course modules. At the Institute, the Fellows developed a strategic plan in their particular areas of interest to carry out in Morocco. The strategic plans developed individually by the Fellows will be combined into an overall strategic plan to serve as a model framework for higher education administration and leadership in Morocco.

NEPAL

INDIANA UNIVERSITY/KATHMANDU UNIVERSITY

Award Date: 1999

Award Amount: \$100,000

Proposed Cost Share: \$213,445

The partnership between Indiana University (IU) and Kathmandu University (KU) aims to develop a model master's degree program in the social science dimensions of natural resource management at the recently established Human and Natural Resources Center. The partnership primarily involves faculty training and curriculum development. Under the partnership, a KU faculty member's doctoral training in natural resource management is in its third year. The faculty member will return to Nepal for a five-month research trip for dissertation work funded by the International Water Management Institute. In fall 2002, a research scholar from Nepal resided at IU for three months to undergo training in institutional analysis skills. The research scholar also presented a paper titled *Water Users Associations: Towards Diversified Activities and Experiences of Nepal and Other Countries* for comment by IU colleagues. In fall 2001, a KU faculty member completed an intensive eight-week course on International Forestry Resources and Institutions (IFRI) protocols at IU. The Nepal faculty activities at IU are expected to help prepare them to teach roles at KU. Other partnership activities included a three-day seminar offered by IU faculty at KU in April 2002 titled "Institutional Analysis of Collective Action by Resource Users," which trained participants to conduct an institutional analysis of common-pool resources. This seminar built on two previous week-long workshops offered at KU on relational database design and on the conduct of field research and data acquisition. Partners have developed a framework for a master's program in natural resource management to start in 2003. The partnership has leveraged \$23,178 in additional resources.

MICHIGAN STATE UNIVERSITY/INSTITUTE OF FORESTRY, TRIBHUVAN UNIVERSITY

Award Date: 2001

Award Amount: \$99,315

Proposed Cost Share: \$210,330

This partnership seeks to support a new master of science (M.Sc.) degree program in forestry at the Institute of Forestry (IOF), Tribhuvan University. Activities of the partnership include (1) building faculty expertise in natural resources and social science through visits to Michigan State University (MSU) and professional development workshops held at IOF, (2) improving the curriculum of the M.Sc. in forestry, (3) establishing research programs for IOF students, and

(4) strengthening IOF library and Internet resources. Graduates of the new degree program will be equipped to serve as future leaders in environmental protection, resource management, participatory decision making, and economic development. Fourteen students enrolled in the first class of the two-year master's degree program that began in October 2001. During the initial phase of the project, an onsite faculty member from MSU assisted with curriculum development and student research proposals and taught courses on community forestry. Three two-week faculty training programs have been conducted for IOF staff on research methods, resource economics, and social/community forestry. Future activities include support to IOF master's degree students on their theses

Special Initiatives: USAID Mission Support for Partnerships

In addition to the Institutional Partnerships program, ALO supports partnerships that USAID missions initiate and fund. Special Initiatives target specific development challenges identified by individual USAID missions. ALO staff works closely with mission representatives and host-country partners to determine the focus of the desired partnership and develop the request for applications.

At the 2001 ALO Synergy in Development annual partnership meeting, USAID/Mexico Mission Director Paul White credited the ALO program for giving USAID missions the opportunity to participate in education programs and foster relationships with educational institutions, despite the fact that USAID missions no longer have an education and training officer or an education strategic objective.

White also said that “the [ALO] partner concept should not be limited to just the two educational institutions. ALO is a partner, and the local AID mission should also be a partner—a proposal-developing partner, an implementation partner, perhaps a funding partner, certainly a report-receiving partner, and an evaluation partner....In USAID/Mexico, we introduced this full partner concept, and its implementation has been successful...because institutions have worked with us, we have funded some partnerships in their entirety with USAID/Mexico funding, and we have added money to some ALO-funded partnerships in order to expand the coverage and impact of those programs.”

Because they are closely targeted to mission objectives, Special Initiatives often receive higher levels of funding. ALO's first Special Initiative began in 1999, when USAID/El Salvador sponsored a \$1.1 million partnership between Metropolitan Community College and the Universidad Centroamericana, which focused on early childhood education. In 2000, USAID/Rwanda pledged funding for a \$2.9 million partnership between Michigan State University, Texas A&M University, and the National University of Rwanda to

research and two faculty exchange programs to enhance curriculum, assist in student research projects, and further develop course materials to strengthen the M.Sc. program.

RED ROCKS COMMUNITY COLLEGE/INSTITUTE OF ENGINEERING, TRIBHUVAN UNIVERSITY

Award Date: 2002

Award Amount: \$98,829

Proposed Cost Share: \$78,055

Other Partners: Colorado School of Mines;

U.S. National Renewable Energy Laboratory

The partnership between Red Rocks Community College (RRCC) and the Institute of Engineering (IOE) seeks to enhance the capacity of diploma and pre-engineering stu-

dents and prepare them to pursue continued education in environmental sciences. The collaboration, with the support of the Colorado School of Mines and the U.S. National Renewable Energy Laboratory, has brought together a cross-discipline team of faculty and professional engineers to develop curricula and pedagogical practices to improve student performance in the core pre-engineering subjects of math and science at IOE. Results to date include data collection of failure rates among the IOE's three campuses located in three different parts of the country, and a comparative analysis of math curricula from school levels and diploma levels in Nepal with those of U.S. schools. The analysis will be integrated as part of the development of teaching and learning strategies, and

build human capacity in the agriculture sector. Later that same year, USAID/West Bank/Gaza sponsored seven \$100,000 partnerships in the areas of water resource management, health, public policy, and law.

In 2001, USAID/Ethiopia sponsored two Special Initiative awards: \$100,000 for a partnership between the University of Georgia and Unity College to develop a journalism training program, and \$150,000 for a partnership between the University of Alabama and Mekelle University to develop legal education programs. USAID/Macedonia committed \$2.3 million in 2001 for collaboration between Indiana University and South East European University in Tetovo to bolster the new private institution's academic, administrative, and financial management capacity.

In 2002, USAID/Egypt awarded \$749,999 for a partnership between Georgia State University and the Alexandria Institute of Technology to apply distance education technology to develop Egypt's human resource capacity in business management and international marketing. In 2003, USAID/Bangladesh sponsored an initiative between Virginia Polytechnic Institute and State University and Dhaka University for \$120,000 to strengthen the Women's Studies Department at Dhaka University by developing courses, increasing the skills of students and faculty through collaborative research projects, and improving the research agenda.

In addition, USAID Missions have provided support for several partnerships selected for funding through ALO's annual Institutional Partnerships program competition. These include partnerships in Eritrea (Virginia State University), India (Eastern Iowa Community College District), Mexico (Montana State University, Texas A&M University, the University of Rhode Island, the University of Texas, and the University of Wisconsin), Nicaragua (the University of Florida), and Peru (Iowa State University).

will be reinforced during a faculty development seminar. RRCC faculty members are planning to travel to Nepal to work with Nepalese faculty in integrating applied mathematics in the pre-engineering program.

TUFTS UNIVERSITY SCHOOL OF VETERINARY MEDICINE/TRIBHUVAN UNIVERSITY'S INSTITUTE OF AGRICULTURE AND ANIMAL SCIENCE

Award Date: 2003

Award Amount: \$123,441

Proposed Cost Share: \$95,699

Other Partners: The National Zoonoses and Food Hygiene Research Centre (NZFHRC); Heifer Project International, Nepal

Tufts University School of Veterinary Medicine (TUSVM) and Tribhuvan University's Institute of Agriculture and Animal Science (IAAS) have partnered to document the nature and extent of human health risks associated with livestock-derived food in four Nepali communities, and to improve public health education by creating a new course within the IAAS Veterinary School Social Mobilization curriculum that addresses community-based public health interventions in livestock production. As a result of this collaboration, the partners expect: (1) to document the human health risks related to livestock-derived food production and preparation in four municipalities in the Chitwan District (Bachouli, Jagatpur, Bharatpur, and Ratnanagar); (2) to create within the IAAS Veterinary School Social Mobilization curriculum a permanent course that addresses community-based public health intervention in livestock production—a course that will train 30 Nepali veterinary students per year; (3) to develop and launch a public education model in the Chitwan District, supported by posters, manuals, plays, and music, to control human health risks related to livestock-derived food production and preparation; (4) to develop the skills of six IAAS veterinary students and four TUSVM students in participatory research and intervention techniques related to public

health; and (5) to establish a working relationship between institutions focused on the human health issues associated with livestock farming in Nepal, including a team of two faculty members from IAAS Veterinary School and three faculty members from TUSVM, as well as staff members from the NZFHRC and HPI Nepal.

UNIVERSITY OF COLORADO–BOULDER/TRIBHUVAN UNIVERSITY

Award Date: 2000

Award Amount: \$100,000

Proposed Cost Share: \$209,847

Other Partners: Winrock International; USAID Global Environment Center; National Renewable Energy Laboratory; Siemens Showa Solar; Institute for Sustainable Power

The University of Colorado–Boulder (UCB) and Tribhuvan University (TU) are developing a master's level curriculum in renewable energy technologies. They also intend to build a laboratory for training and research at TU's Institute of Engineering and Center for Energy Studies. Faculty members from the partner institutions shared expertise on renewable energy technology, toured renewable energy sites in Nepal, and met with other Nepalese engineers as well as government and utility officials from 11 institutions. These lectures and meetings involved more than 50 Nepalese participants. TU has begun constructing a Zero Energy Building and Energy Park that will be the focal point for the renewable energies technology program and laboratory for graduate students, and TU's Institute of Engineering will soon launch the initial offering of the master's curriculum. Winrock International will sponsor two separate programs on renewable energy technology for schoolmasters and government officials to create awareness and to transfer knowledge on renewable energy. The partnership has leveraged an additional \$20,000 in support of its activities.



WASHINGTON UNIVERSITY/TRIBHUVAN UNIVERSITY

Award Date: 1999 (completed July 2002)

Award Amount: \$99,971

Proposed Cost Share: \$101,241

Other Partners: Nepal country office of the United Nations Development Program; Stree Shakti; Nepal Forum for Women, Law and Development; Nepal Water for Health; Center for Legal Research and Development; Forum for Protection of Human Rights; Center for Women/Children and Community Development; Human Rights Organization of Nepal Institute of Human Rights; Environmental and Development International

To address the needs of the disadvantaged in Nepal, the George Warren Brown School of Social Work, Washington University (WU), and the faculty of Law at Tribhuvan University in Nepal worked toward broadening legal training to include a social policy focus. The partners designed a new course titled “Social Policy Analysis: Models, Frameworks, and Methods,” which introduces law students to social policy tools critical for sound advocacy. They also launched a project web site to give faculty and students access to a comprehensive bibliography of published legal materials and sustainable development topics related to Nepal. To ease access, the partners established TU Law School’s first computer lab. The partnership placed five WU social work students in internships at organizations in Nepal, working in areas such as human rights, environment, and the empowerment of women. In 2000–01, the partnership sent five more students from WU to Nepal. Although the partners originally envisioned sending only four students to Nepal, they sent 13 interns from social work and law schools at WU. In the final phase, the partners organized a study tour for four Nepali law students and the dean of the TU Law School to Washington University. The Nepali law students shadowed law clinic students, visited drug and family courts, attended

domestic violence training, and sat in on law school courses. The partnership also played a large role in the development of the Tribhuvan University Centre for Human Rights in 2001, the first institution of its kind in Nepal. The focus of the Centre is to strengthen and promote teaching, training, and research on human rights and international humanitarian law.

PHILIPPINES

CORNELL UNIVERSITY/LEYTE STATE UNIVERSITY

Award Date: 2003

Award Amount: \$125,000

Proposed Cost Share: \$92,000

Other Partners: University of San Carlos; Central Visayas State College for Agriculture, Forestry and Technology; Eduardo Aboitiz Development Studies Center; PROCESS Foundation–Bohol; International Institute for Rural Reconstruction; Maguugmad Foundation; World Neighbors; International Center for Research on Agroforestry; Bohol Alliance of NGOs; Soil and Water Conservation Foundation; selected local government units from the Leyte, Bohol, and Cebu provinces; Region 8 Department of Environment and Natural Resources

Cornell University (CU) and Leyte State University (LSU) are partnering to support local government and community-led efforts to improve the management of critical watersheds in the Central Philippines. The primary goals of the collaboration are to (1) strengthen local governance of watersheds in communities characterized by diverse stakeholder interests; (2) increase institutional capacity to support community-based natural resource management through education, research, and outreach partnerships with local governments, NGOs, and “people’s organizations”; (3) increase rural residents’ and local governments’ understanding of the National Integrated Protected Area Law and the roles

and responsibilities of local representatives to the Protected Area Management Boards; and (4) develop innovative curricula and experiential learning approaches to train community development practitioners and natural resource management specialists. The partners are convening an initial workshop at LSU, gathering representatives from CU, LSU, other academic and research institutions, local government agencies, and NGOs to discuss the challenges of and opportunities for supporting community-based watershed management initiatives. They will form working groups to address topics such as enhancing environmental governance, empowering local decision makers, and curricular innovation. Toward the end of the collaboration, LSU will host a dissemination workshop during which the working groups will share lessons learned in a case-study format.

UNIVERSITY OF SOUTH CAROLINA/MAPÚA INSTITUTE OF TECHNOLOGY

Award Date: 1999

Award Amount: \$100,000

Proposed Cost Share: \$152,294

The University of South Carolina (USC) and Mapúa Institute of Technology (Mapúa Tech) are partnering with industry, government, and NGOs to develop community involvement and to provide graduate environmental engineering education in managing natural resources. The partners have conducted several seminars, forums, and training sessions on pollution and renewable energy. In January 2003, the partners held a workshop for institutions in the Philippines. The workshop was titled “Integration of Sustainable Development Principles in Environmental Engineering/Science/Management Undergraduate Courses.” The partners also held a seminar in March 2003 titled “Non-experimental Research Designs,” which introduces Mapúa faculty to various research methods and designs. Additionally, partners

trained engineering researchers in the effective use of statistical tools for analysis and use of experimental data. Mapúa’s Office of Research Coordination, launched by the partners, held faculty/graduate and undergraduate research competitions to promote information exchange and to create a forum in which students could share new ideas. Partners are continuing to coordinate research projects on sand, sedimentation, erosion, uses of silica, and the environmental characteristics of Balayan Bay. The Master of Science in Environmental Engineering program formally opened for enrollment at Mapúa Tech in June 2001. USC has donated books and journals to Mapúa Tech. Several potential linkages have been established through partner meetings with: (1) the ASPEN Commercial Corporation, to begin a project titled “Enhancement of Absorptive Capacity of Bleaching Clays”; (2) the Food and Nutrition Research Institute, to conduct research on acrylamide; (3) De La Salle University, the Polytechnic University of the Philippines, and Central Queensland University in Australia, to establish a consortium on natural products; (4) PHINMA personnel, for research on hazardous wastes; and (5) the Philippine Coconut Authority.

UNIVERSITY OF WASHINGTON/DE LA SALLE UNIVERSITY

Award Date: 2002

Award Amount: \$99,210

Proposed Cost Share: \$73,851

Other Partners: The Asia Foundation; The Philippine Department of Trade and Industry

The partnership between the University of Washington (UW) and De La Salle University (DLSU) is developing a new academic program in Internet Studies with both a curricular and research focus. The new curriculum will engage an interdisciplinary group of faculty and involve distance learning as well as traditional classroom courses. Research will

emphasize policy-relevant projects with the first project looking at workforce issues surrounding the information technology (IT)-enabled services sector in the Philippines. The first major activities of this program have been meetings and seminars held at DLSU with administrators and faculty to develop the Internet Studies curriculum and a workshop on IT outsourcing with participation from more than 20 academics, government officials, and private sector representatives. In addition to mobilizing the DLSU community in support of the program's twin objectives, the workshops served to fully project a leadership role for DLSU to Philippine academic, government, and business communities.

UNIVERSITY OF WASHINGTON/SILLIMAN UNIVERSITY

Award Date: 1999 (completed April 2003)

Award Amount: \$88,900

Cost Share: \$81,633

Other Partners: Coastal Resources Management Project; Coastal Conservation and Education Foundation

This partnership sought to bolster institutional capacity in graduate-level coastal management programs at the University of Washington (UW) and Silliman University (SU). The partners' two initial goals were to broaden the current Internet-based collaboration and to develop a wider partnership through faculty exchanges, joint curriculum planning, and student internships for participating institutions. The collaboration evolved to include joint research, which focused on solving environmental issues in the Philippines. The partners created an interactive web site to link 57 students, six faculty, and four coastal management practitioners at SU and at UW's School of Marine Affairs (SMA) to permit term paper exchanges and real-time, online question-and-answer sessions. The partners linked a course through the Internet with interactive distance learning activities, joint research, and faculty/student exchanges. Two SU faculty members came as

visiting scholars to WU, where they audited and taught courses, and conducted research. Two UW graduate students traveled to the Philippines as interns and conducted original research in collaboration with SU faculty for thesis projects. Supported by supplemental funds from the National Science Foundation and the David and Lucile Packard Foundation, the partners also established a joint research project that produced environmental education materials. UW, SU, and the Coastal Resource Management Project continue to conduct joint research that focuses on coastal environmental issues critical to the Philippines. The partners leveraged an additional \$707,000 for the collaboration.

SRI LANKA

KAPI'OLANI COMMUNITY COLLEGE/CEYLON HOTEL SCHOOL

Award Date: 1998 (completed December 2000)

Award Amount: \$48,260

Final Cost Share: \$27,369

Other Partners: Ceylon Hotel School Graduates Association; Ceylon Hotel School and School of Tourism; Prince Resorts Hawai'i; Sri Lanka Tourist Board; Chef Guild of Sri Lanka

Kapi'olani Community College and the Ceylon Hotel School worked together to develop the tourism industry in Sri Lanka. One of the partners' first activities was a two-day hands-on workshop for 20 Sri Lankan chefs at the Ceylon Hotel School in Kandy, which was followed by several smaller workshops for more than 50 Sri Lankan student chefs. Two executive chefs and two students from Sri Lanka traveled to Kapi'olani in March 1999 for three-month internships on Oahu and neighboring islands. Although civil unrest in Sri Lanka made the second year of the partnership a challenge, a second round of workshops and internships proceeded as planned. The partners met their goal of training 447 students, chefs, hospitality managers, and

employees in hotel operations, tourism and travel, food and beverage management, general management, and culinary arts.

VIETNAM

PURDUE UNIVERSITY/CANTHO UNIVERSITY/
NONG LAM UNIVERSITY (FORMERLY
UNIVERSITY OF AGRICULTURE AND FORESTRY)

Award Date: 2003

Award Amount: \$125,000

Proposed Cost Share: \$37,496

Other Partners: Terres des Hommes; Ministry of
Agriculture, Vietnam

The partnership between Purdue, Cantho University (CU), and Nong Lam University (NLU) focuses on developing a university curriculum that highlights ways to promote economic development, alleviate poverty, and protect the environment. Partners will develop a set of environmental case studies for use as core materials in courses and programs at the undergraduate and graduate levels. These case studies will promote multidisciplinary, team-based approaches for solving environmental problems. The partners will develop the skills of Vietnamese students and faculty to respond to environmental challenges as Vietnam experiences rapid growth and economic expansion. The anticipated project outcomes include: (1) the development of eight to ten pilot case studies on environmental topics of importance to Vietnam that will be integrated into classroom instruction at the M.S. and B.S. level; (2) the design and development of materials and new multidisciplinary courses in natural resource and environmental management built on case studies; (3) the evaluation and revision of pilot case studies based on instructor feedback at NLU and CU; and (4) the distribution of final case studies. Activities commenced in summer 2003, with the Vietnam team traveling to Purdue to determine case study topics and to undergo training on the use of case studies in the classroom.

WEST BANK/GAZA

CALVIN COLLEGE/BIRZEIT UNIVERSITY

Award Date: 2001 (completed February 2003)

Award Amount: \$100,000

Proposed Cost Share: \$61,470

Other Partners: Timmermans Environmental
Services; Palestinian Water Authority;
Palestinian Ministry of Culture; Palestinian
Ministry of Planning; American Center of
Oriental Research

Calvin College and Birzeit University developed an environmentally sound plan for sustained use by the Palestinian population of the West Bank of the Wadi al-Far'a basin's water supply. A study of the hydrogeology and political ecology of the Wadi al-Far'a watershed helped to create a plan to improve, maintain, and sustain the water supply. The Wadi al-Far'a is the largest traditional water source available to the Palestinian population of the West Bank, and the project aimed to develop a socially equitable plan for its use. Partnership activities focused on setting up a model for the long-term conservation and use of the water supply for the Wadi al-Far'a catchment. Essential data for this model was gathered and distributed among partners to develop reports that focused on six sectors of research: (1) topography, hydrology, and geology, (2) water resources and water rights; (3) land use; (4) built-up areas; (5) archaeological sites; and (6) pollution and its effects. Faculty and students from Calvin College visited the region on numerous occasions. Partners developed a project web site for easier communication and research access. The Palestinian Ministry of Planning and Ministry of Culture made significant contributions to the partnership, including use of their facilities and consultation.

GEORGIA STATE UNIVERSITY/AN-NAJAH NATIONAL UNIVERSITY

Award Date: 2001

Award Amount: \$98,805

Proposed Cost Share: \$107,044

Other Partners: The World Bank Institute (WBI);
Palestine Economic Policy Research
Institute (MAS)

The partnership between Georgia State University's (GSU) Andrew Young School of Policy Studies and An-Najah National University (ANNU) seeks to build an enduring institutional relationship supporting public policy reform in the West Bank and Gaza. The partnership's activities aim to create strong human capacity for public policy analysis to support anticipated public sector reforms in the Palestinian territories. This will encourage a more democratic, transparent, and responsive system of governance. Partners are accomplishing this through academic transformation, applied research, and joint outreach and training. An important activity involves reviewing the An-Najah curriculum and recommending key modifications. Also, senior GSU faculty have reviewed An-Najah's master's degree program in economic policy management. Another major strength of the partnership has been the use of information technology to post all project-related materials online. Since travel restrictions have prevented face-to-face faculty exchanges between the partners, the partnership organized a "virtual seminar" at GSU on "Strengthening Fiscal Policy Analysis in Palestine." In addition, the partners have posted research papers, presentation slides, and streaming audio of seminar presentations on the Internet and have sent CD-ROM copies of the materials to An-Najah. GSU partners recently shipped econometrics software to colleagues in Palestine, which ANNU will use as part of their graduate program. The partners are planning to build on these activities and expect to translate key training materials

into Arabic. Future partnership activities will include the second phase of curriculum review, a faculty exchange, and work on a joint videoconference workshop through the World Bank's Global Distance Learning Network.

JOHNS HOPKINS UNIVERSITY/AL-QUDS UNIVERSITY

Award Date: 2001

Award Amount: \$100,000

Proposed Cost Share: \$48,042

This partnership responds to the need for public health training in the West Bank and Gaza. Collaboration between the Johns Hopkins University (JHU) School of Hygiene and Public Health and Al-Quds University (AQU) helps provide qualified managers for the region in reproductive health, maternal and child health, and nutrition. The project will improve health services management and administration through curriculum development, skill enhancement, operational research, and practical training. By developing the curriculum and related training resources, particularly in health economics, JHU's School of Hygiene and Public Health and AQU will collaborate to enhance AQU's program of education and research in health services management. JHU has upgraded the existing technical capability at two of AQU's campuses (Gaza and Al-Beireh); these upgrades included buying four computers and three printers, establishing a local network at the Al-Beireh campus, and installing a wireless Internet connection at Gaza. The partners have formed an *ad hoc* committee to review the health services management curriculum at AQU. In addition to selected university academics, the committee includes members from local NGOs and the Palestinian Ministry of Health. The committee has reviewed the health services management courses and suggested key textbooks. Partners have also identified operational research topics based on Palestinian needs, including genetic disorders related to consanguineous marriage and injuries. These

research topics will help develop and promote ongoing communication and collaboration between JHU and AQU.

PURDUE UNIVERSITY/ISLAMIC UNIVERSITY OF GAZA

Award Date: 2001

Award Amount: \$99,876

Proposed Cost Share: \$32,117

Other Partners: Bethlehem University; An-Najah National University; Palestinian Water Authority

The partnership between Purdue University and the Islamic University of Gaza (IU/GAZA) addresses the water resource management needs of the region by establishing a formal master of science (M.S.) program in water resource management at IU/GAZA. This program will be jointly administered with the other two partner institutions in the region. The innovative concept of this new master's program is that it represents a competency-based approach, in which specific skills and abilities needed by graduates have been identified and arranged into relevant courses. Rather than developing a traditional master's program by selecting from existing courses that may or may not directly address student needs, this program first identified the knowledge and skills that the master's graduates will need. Student thesis research will focus on solving real-world problems encountered by the Palestinian Water Authority. The partners launched the new master's degree program at IUG in September 2002, with pilot testing of initial courses in water resource management. Eighteen students were admitted into the first class, and partners expect to launch the program at the other two Palestinian institutions, Bethlehem and An-Najah, in fall 2003, possibly using distance education technologies.

**UNIVERSITY OF GEORGIA SCHOOL OF LAW/
BIRZEIT UNIVERSITY**

Award Date: 2001

Award Amount: \$95,814

Proposed Cost Share: \$287,939

Other Partners: Al-Azhar University–Gaza;
An-Najah National University

The partnership between the University of Georgia (UGA) School of Law and Birzeit University assists in the development of the Palestinian legal system through capacity-building in legal and policy areas, including water resource law, commercial law, intellectual property law, and alternative dispute resolution. The partners are providing legal training workshops intended to improve the analytical and legislative capacity of policy makers and professionals-in-training to effectively address social, economic, political, and environmental priorities. In addition, the workshops promote a collaborative dialogue between U.S. and Palestinian scholars on issues related to substantive law, the legislative and adjudicatory processes, and legal education. The partners conducted the first week-long workshop on commercial law in August 2001 at UGA, and eight law school faculty members from Birzeit University, Al-Azhar University, An-Najah University, and Al-Quds University participated. The Palestinian partners gained insight into comparative aspects of commercial law and conducted research that will ultimately influence university curricula at each of the four Palestinian universities. The second workshop, which will focus on intellectual property law, will take place in Ramallah, in fall 2003. UGA has designed a project web page and bulletin board to facilitate communications between partners and post project-related publications and materials.

UNIVERSITY OF MARYLAND EASTERN
SHORE/PALESTINE POLYTECHNIC UNIVERSITY

Award Date: 2001

Award Amount: \$99,968

Proposed Cost Share: \$45,400

Other Partners: Al-Azhar University; The Islamic
University of Gaza

The University of Maryland Eastern Shore (UMES), Palestine Polytechnic University (PPU), Al-Azhar University, and The Islamic University of Gaza are working jointly to increase the applied information technology (AIT) knowledge base of science faculty involved in the management and improvement of existing scarce water resources in the West Bank and Gaza. The partners are focusing on increasing human capacity through research and AIT transfer on the following subjects: (1) geographic information systems (GIS); (2) water sampling and analysis technologies designed to monitor water quality due to runoff and leaching; (3) remote sensing; (4) techniques designed to reduce contamination of water resources; and (5) visits to wastewater treatment facilities. Two scientists from PPU underwent advanced training on GIS and hydrological modeling in summer 2002. One faculty member from PPU spent two weeks at UMES in August 2001, received training in GIS technology and water quality, and visited water treatment facilities in the Washington, D.C., area. U.S. partners have purchased laptop computers for their Palestinian colleagues and installed training software, prepared lysimeters, and computerized runoff water and subsurface collectors for water quality training activities. UMES partners purchased textbooks and laboratory materials for their partners. The partners are currently developing a project web site, which will address outcomes and lessons learned from the partnership.

UNIVERSITY OF OKLAHOMA/BETHLEHEM UNIVERSITY

Award Date: 2001

Award Amount: \$100,000

Proposed Cost Share: \$85,391

Other Partners: An-Najah National University;
Al-Quds University; Birzeit University

This partnership's long-term goal is to support the development of a groundwater wing within Bethlehem University's Water and Soils Environmental Research Unit. The project's short-term activities center on modeling the Eastern Basin of the West Bank's mountain aquifer, whose sustainable yield is critical to Palestinian plans to augment indigenous water supplies for the West Bank. The University of Oklahoma (UO) is providing guidance to Palestinian counterparts in the development of (1) essential input parameters needed to model the aquifer; (2) relevant shallow-aquifer data; (3) data on transmissivity in bedrock; (4) computer modeling and mapping; and (5) groundwater quality studies and innovative treatment possibilities. Faculty members from Bethlehem University received training at UO during two workshops held in July and August 2001. The workshop contents included demonstrations of a UO-developed hydrologic model; discussion of another model, MODFLOW, developed by the U.S. Geological Survey; and discussion of applying resistance tomography to imaging perched aquifers. Participants in the first workshop also visited a wastewater treatment plant and drinking water facility in Norman, Oklahoma. Activities in 2003 include short-course MODFLOW training.

REGIONAL COLLABORATIONS

UNIVERSITY OF WASHINGTON/CHULALONGKORN
UNIVERSITY/ASIA PACIFIC ECONOMIC COOPERATION

Award Date: 1998 (completed September 2001)

Award Amount: \$99,817

Final Cost Share: \$311,626

Other Partners: Universities in Cambodia,
Indonesia, Malaysia, the Philippines,
Thailand, and Vietnam

The aim of the regional partnership between University of Washington (UW), Chulalongkorn University (CU), and the Asia-Pacific Economic Cooperation (APEC) was to develop an Internet-based model of the river basins of Southeast Asia to enhance regional decision making on water resource management. The results of the project far exceeded original expectations. It increased the understanding of Southeast Asia river basins and contributed to the development of human and technical capacity to sustain the project into the future. The partnership's significant results included (1) completing a data model of the physiology and hydrology for six major river systems in Southeast Asia;

(2) giving a presentation at a conference of the Mekong River Commission, attended by more than 100 scientists and policy makers; (3) providing practical training in hydrological modeling, chemical flux studies, and other techniques for six UW students at CU; (4) establishing formal links with five regional scientific and policy-making bodies; (5) appointing the project director at CU to serve on three national and regional organizations responsible for water resource allocation policy decisions; and (6) establishing a wide network of scientists and policy makers in the area of integrated coastal management. The partners leveraged \$135,000 in new funding sources in support of the partnership.

EUROPE AND EURASIA

“One of the creative components of this course is the presence of international experts working in the Republic of Macedonia to speak on issues related to numerous subjects including legal reform, local government, election reform, and economic change. Bringing these individuals on to campus not only provides a valuable educational experience for the students, but also increases the awareness of South East European University [Macedonia] as a functioning and vibrant institution.”

—Dr. Charles Reafsnyder, Indiana University/South East European University (Macedonia)

Since 1998, ALO has supported 15 higher education partnerships with institutions in the Europe and Eurasia region. Russia has hosted the most partnerships, six, while Croatia, the Ukraine, and Uzbekistan have each hosted two. Georgia, Macedonia, and Romania have each hosted one partnership. The Workforce Development Partnerships program, in cooperation with the American Association of Community Colleges (AACC), funded one partnership in Russia and one partnership in Uzbekistan. The USAID Mission in Skopje sponsors the Macedonia partnership.

CROATIA

MONTANA STATE UNIVERSITY/UNIVERSITY OF ZAGREB/OSIJEK UNIVERSITY

Award Date: 2001

Award Amount: \$99,675

Proposed Cost Share: \$109,775

Other Partners: Rocky Mountain Supply Company; Darigold, Inc.; Farm Credit Systems Office in Bozeman; Flathead Farmers Universe; the Bozeman Community Food Cooperative

The Montana State University (MSU), University of Zagreb (UZ), and Osijek University partnership seeks to institutionalize and increase community capacity for sustained development of cooperative business leadership in Croatia. The partnership addresses Croatia's economic development by fostering the cooperative business movement in the agricultural sector. Major partnership activities have included a workshop held with the Croatian Agricultural Grower Association to discuss the economic benefits of forming an agricultural cooperative. MSU and UZ partners have also made presentations on the economic benefits of cooperatives to the



Croatian Cabbage Farmers and Potato Farmer Associations. Partners have reviewed lesson plans on cooperative topics to be integrated into a course in cooperative business at the University of Zagreb. Several Croatian organizations are working with the partners on outreach content and strategies. They include the Dalmatian Cooperative Alliance, the Independent Association of Agricultural Cooperatives, the Ministry of Agriculture and Forestry, the Cabbage Growers Association, the Croatian Potato Growers Association, the Croatian Dairy Union, and the Croatian Beekeeper's Union. Several U.S. institutions have consulted on business and management practices. These institutions include Rocky Mountain Supply Company, Darigold, Inc., Farm Credit Systems Office in Bozeman, Flathead Farmers Union, and the Bozeman Community Food Cooperative. Partners are currently offering an economics and cooperatives course conducted by the Beekeeper's Union and Agriculture High School in Krezvici.

UNIVERSITY OF GEORGIA/UNIVERSITY OF
ZAGREB/INTERNATIONAL CENTER FOR
ANTHROPOLOGY MOTOVUN

Award Date: 2002

Award Amount: \$99,996

Proposed Cost Share: \$104,599

Other Partners: Pilar Institute

The partnership between the University of Georgia (UGA) and the University of Zagreb (UZ) is collaborating with rural communities and local governments to increase employment, income, and economic sustainability in Croatia's rural towns and villages. In two regions of the country, the partners are building upon the traditional elements of the rural community such as handicrafts, architecture, agriculture, food, history, and culture as the basis for economic growth in the towns. The partners anticipate that the project will (1) improve skills of local government officials

to foster economic growth; (2) enhance abilities of community members to develop small and medium enterprises around local history and culture; (3) increase knowledge of how to market agricultural products and revitalize the agricultural sector; (4) improve UZ's ability to foster economic development by following UGA's land-grant public service and outreach model; and (5) enhance ICAM's ability to sustain and expand rural economic development activities in Croatia. A delegation of 11 participants from UZ, ICAM, and PILAR Institute recently visited UGA to discuss models of successful tourism-based growth and to gain understanding of how universities can cooperate with community economic development organizations.

GEORGIA

GEORGIA STATE UNIVERSITY/CAUCASUS SCHOOL
OF BUSINESS

Award Date: 2002

Award Amount: \$99,955

Proposed Cost Share: \$49,880

The partnership between Georgia State University (GSU) and the Caucasus School of Business (CSB) seeks to teach Georgian women to manage small, self-owned businesses and to serve as leaders and managers in larger businesses. The overall goal is to establish an outreach certificate program at CSB that serves the training needs of Georgian businesswomen. The partnership integrates women's issues such as managing family and work, networking, and gender dynamics with business management instruction within the context of Georgian culture and the needs of Georgian business and industry. Partners have selected 10 Georgian master trainers and conducted two training sessions for them, focused on women's issues and on how to teach and prepare educational materials for outreach programs. Partners have also prepared the first draft of the training manual in English.

One significant outcome is that the partners have gained a deeper understanding of the views of the USAID experts and local NGOs on training women and have discovered impacts of cultural differences. Currently plans are under way to conduct the first training session for businesswomen of Georgia and to conduct a third training session for the Georgian master trainers.

MACEDONIA

INDIANA UNIVERSITY/INDIANA CONSORTIUM FOR INTERNATIONAL PROGRAMS/SOUTH EAST EUROPEAN UNIVERSITY

Award Date: 2001

Award Amount: \$2,325,000

Proposed Cost Share: \$584,499

Other Partners: USAID/Macedonia; USAID/Europe and Eurasia Bureau; Organization for Security and Cooperation in Europe; Sabre Foundation

This \$2.3 million special initiative partnership between Indiana University/Indiana Consortium for International Programs (IU/ICIP) and South East European University (SEEU) in Tetovo, Macedonia, seeks to build SEEU's institutional capacity as a new multi-lingual, multiethnic institution that will offer a Western-style curriculum, high-quality teaching, action-oriented research, and community outreach. The partnership addresses priority areas such as (1) upgrading academic and instructional skills; (2) providing administrative support; (3) developing academic research and outreach programs; (4) providing financial management support; and (5) developing library resources. Among significant accomplishments during the past year, the partnership has (1) developed and taught an intensive English as a Second Language (ESL) program for students and professionals at SEEU; (2) redesigned the SEEU computer center and trained 22 local full-time and part-time instructors; (3) begun a one-semester computer literacy curriculum

required of all students; (4) sponsored visits to SEEU by U.S. faculty in business, education, communications, law, and public administration to consult on curriculum design, teach courses, offer faculty workshops, and conduct joint research projects; (5) selected SEEU faculty ESL teachers for M.A. fellowships at IU; (6) enrolled SEEU ESL teachers in an online certificate course in language education, probably the first at any Macedonian university; and (7) delivered to the SEEU library approximately 16,000 textbooks and reference materials, donated by the Sabre Foundation. In addition, an IU library consultant visited SEEU for two weeks and an SEEU librarian traveled to Indiana for one month of training at U.S. partner institutions. SEEU has also received from IU partners much-needed educational support equipment.

ROMANIA

TIFFIN UNIVERSITY/UNIVERSITY OF BUCHAREST

Award Date: 1999 (completed January 2003)

Award Amount: \$98,289

Other Funds Leveraged: \$86,000

Proposed Cost Share: \$123,947

Other Partners: Council of International Programs USA (CIPUSA); Ministry of Justice; Ministry of the Interior; Ohio Department of Development; Ohio Attorney General's Office; Office of the Governor of the State of Ohio; local police departments; Bureau of Alcohol, Tobacco and Firearms; Drug Enforcement Agency; Department of Health and Human Services; National Association of the Fraternal Order of Police; San Diego State University; Terra Community College; Ohio State University; Loyola University; Women's Organization of Moldova; the probation center in Timisoara

The partnership between Tiffin University (TU) and the University of Bucharest (UB) fulfilled its primary objective of creating a School of Criminal Justice (SCJ) at UB, where

it started a master's-level criminal justice course. The School of Community Justice Administration (the Romanian translation of "School of Criminal Justice") is the first of its kind in Eastern and Central Europe. In September 2001, UB graduated its first class of 15 master's degree students from the SCJ. Students in the course included the general director of Romania's prison system and members of his staff, administrators from the Ministries of Justice and the Interior, and members of the police force and academy. The partners also added probation, juvenile justice, parole, and restorative justice to the curriculum, areas new to Romania's legal landscape. *Introduction to Criminal Justice*, a book written by the TU partnership director, was translated into Romanian and is used as the seminal text for the program. Currently, 64 students are enrolled in the program. The president and prime minister of Romania have affirmed their support for expanding the master's-level program to five other Romanian universities, including West Timisoara University, where TU and UB faculty will serve as visiting professors. The culminating project activity was a conference in Bucharest, attended by government officials, numerous members of the law enforcement community, the U.S. ambassador to Romania, the USAID/Romania mission director, and other stakeholders from Romania and neighboring countries. The partners leveraged additional support for their activities, including a new grant that focuses on juvenile justice and probation.

RUSSIA

HARFORD COMMUNITY COLLEGE/MOSCOW MEDICAL COLLEGE #1

Award Date: 1999 (completed 2001)

Award Amount: \$49,980

Proposed Cost Share: \$54,000

This partnership sought to expand the role of nurses in Russia and contribute to nursing reform by developing curricula and providing seminars on nursing theory, practice, and emerging professional issues. During a visit to Moscow Medical College (MMC) #1 in 1999, Harford Community College (HCC) representatives gave a presentation at the Third International Scientific and Practical Conference, which focused on the state of nursing reform. Representatives from 14 colleges and schools of nursing throughout Russia attended the conference. In 2000, HCC representatives returned to MMC #1 to help evaluate and revise the second-year nursing course syllabus. They also delivered lectures on nursing philosophy, legal issues, nursing documentation, and performance evaluation to 49 nurses, physicians, and administrators at Moscow Municipal Hospital (MMH) #36. During a follow-up visit to Russia, HCC representatives helped further develop the nursing curriculum at MMC #1. They also lectured at MMH #64 on various topics, including the role of the head nurse, documentation, the regulation of the nursing industry, and rehabilitation nursing. In 2001, grant activities included lectures at Moscow Tuberculosis Hospital, presentations on curriculum development, and the first visit to Russia by four HCC nursing students.

HARFORD COMMUNITY COLLEGE/MOSCOW MEDICAL COLLEGE #1

Award Date: 2001

Award Amount: \$62,420

Proposed Cost Share: \$64,800

Other Partners: Upper Chesapeake Medical System; Citizen Care Center; Moscow Municipal Hospital #36; Moscow Municipal Hospital #64; Moscow Tuberculosis Hospital #3

This partnership is designing and implementing a nursing continuing education system that will integrate the nurse as a key member of the health care team and promote nursing reform in hospitals and nursing schools. Faculty exchange visits have included a team from Harford Community College (HCC) and Upper Chesapeake Health System (UCHS) who visited Moscow Municipal Hospitals #52 and #15. Lectures were presented on the nursing process, documentation, the collaborative role of physicians and nurses, the role of staff development departments, policies and procedures, continuing education for nurses, and clinical competencies. The objective of the presentations was to help Russian hospitals form hospital staff education departments. In spring 2003, two Moscow Medical College educators and the Chief Nurse of the Invalids of War Hospital visited HCC and UCHS to observe the functions of the nurse in the United States and examine the use of expanded nursing skills. Since the beginning of the linkage, the partners have reached out to as many Russian hospitals as possible. One significant accomplishment has been to include in partnership activities the Zelenograd Hospital, which is struggling to provide care to its community. Partners are planning an international conference on Russian nursing reform to be held at Moscow Medical College #1. About 70 participants from throughout Russian are expected to attend.

HASKELL INDIAN NATIONS UNIVERSITY/
GORNO-ALTAISK STATE UNIVERSITY

Award Date: 1999 (completed March 2003)

Award Amount: \$99,658

Proposed Cost Share: \$84,171

Other Funds Leveraged: \$225,893

Other Partners: University of Kansas; Kansas State University

The goal of this partnership was to develop a model program for community-based drinking water quality monitoring in remote villages in the Altai Republic in Siberia. The partnership provided training to Russian and U.S. partner institutions in scientifically rigorous water quality assessment methodology, and captured and interpreted traditional ecological knowledge. Eight new institutional programs, policies, and curricula were developed at both the U.S. and Russian institutions as a result of the partnership. Partners also documented the ecological values in water bodies for the Altai, the results of which will be used to improve resource management in the Altai. One of the most positive outcomes of this partnership has been the exchange between faculty and students who share an indigenous heritage and who are confronted with similar environmental concerns. With supplemental funding from the Environmental Protection Agency (EPA), the partnership created and distributed 100 water-testing kits for public schools and community groups in the Altai Republic and in Kansas. In spring 2002, the partners completed the final of several exchange programs, when four Gorno-Altai students and four faculty members visited Kansas. While in Kansas, the partners continued to analyze water samples from Altai and created a computerized database for storing water quality data. The partnership has leveraged extra funding in the form of grants from the EPA, United States Department of Agriculture, National Endowment for the Humanities, National



Security Education Program, and the Education and Employment Training Department of the Shoshone-Bannock Tribe, Fort Hall, Idaho.

KANSAS STATE UNIVERSITY/GORNO-ALTAISK STATE UNIVERSITY

Award Date: 2003
Award Amount: \$125,000
Proposed Cost Share: \$38,148
Other Partners: Civil Society Group

The partnership between Kansas State University (KSU) and Gorno-Altai State University (GASU) seeks to improve higher education leadership and to promote administrative change at GASU by developing and establishing a journalism-training curriculum. The partners are (1) designing an online journalism and media relations curriculum that focuses on science reporting and environmental advocacy for working journalists and university students, (2) creating a model for professional internships for students from underserved groups, and (3) improving GASU's media relations capacity. The partnership is designed to improve and extend GASU's course offerings by applying information technology and developing a continuing education program that addresses local needs. Local media outlets and community representatives are participating in the design of the program to ensure that the resulting curriculum will meet professional and community educational needs.



PURDUE UNIVERSITY/UNIVERSITY OF MARYLAND/NOVGOROD STATE UNIVERSITY

Award Date: 1998 (completed February 2001)
Award Amount: \$99,734
Final Cost Share: \$399,359
Other Funds Leveraged: \$18,900

Purdue University and the University of Maryland collaborated with Novgorod State University (NSU) to develop a model graduate and undergraduate environmental sciences and policy curriculum. The partnership revised existing courses and instituted additional ones that addressed environmental concerns. Following an assessment visit to NSU by four U.S. environmental educators, a team of 11 NSU educators traveled to Purdue University and the University of Maryland to work on a new curriculum with an emphasis on joint classroom and laboratory exercises. U.S. faculty members donated personal computers, textbooks, lab manuals, journals, and videos to the library at NSU's School of Environmental and Natural Resources and the Agricultural and Natural Resources Academy. In September 2000, the partners held a final dissemination conference at NSU; 53 people from 16 institutions of higher learning in northwestern and central Russia attended. Academics from Finland, Belarus, and Kazakhstan also attended, as well as a USAID/Moscow environmental officer interested in expanding the program elsewhere in Russia. The partnership created a web site, which allows U.S. and Russian educators and students to readily share data, collaborate on joint assignments, and develop further research.

UNIVERSITY OF WYOMING/SARATOV STATE
SOCIO-ECONOMICS UNIVERSITY

Award Date: 2003

Award Amount: \$123,930

Proposed Cost Share: \$103,370

Other Partners: Saratov small businesses

The University of Wyoming (UW) and Saratov State Socio-Economics University (SSEU) are partnered to develop high-end business skills in e-business for entrepreneurs. The goal of the partnership is to develop SSEU's ability to deliver courses in e-business as a regular part of its curriculum and as a part of its outreach to local Saratov businesses that show potential to enter the global marketplace. The partners are basing their activity on the model of UW's College of Business intensive summer course, which provides training in computer science and business management as it relates to the application of technology solutions to address business problems. The principal objectives of the partnership are to train individuals to manage technology-based organizations, integrate technology into existing organizations, and develop new products and processes that customers will value.

UKRAINE

TENNESSEE STATE UNIVERSITY/LINCOLN
UNIVERSITY/L'VIV INSTITUTE OF MANAGEMENT

Award Date: 2000 (completed April 2003)

Award Amount: \$99,686

Cost Share: \$71,340

Other Funds Leveraged: \$10,000

Other Partners: Brentwood Chamber of
Commerce; Nashville Area Chamber of
Commerce; Jefferson City Chamber of
Commerce

The partnership between Tennessee State University (TSU), Lincoln University (LU), and L'viv Institute of Management (LIM) aimed to enhance institutional capacity in

management training and to promote private-sector ties among firms in Western Ukraine, Middle Tennessee, and Central Missouri. The two principal objectives of the partnership were to (1) arrange faculty exchanges among partner institutions in Western Ukraine, Tennessee, and Missouri for curriculum reform and collaborative research and (2) promote private sector relations between western Ukraine and the United States through visits of businesspersons to the United States. The partnership developed the business skills of Ukrainian entrepreneurs by helping them enhance their management capabilities and expand markets. During the course of the partnership, 23 faculty and staff exchanges took place: seven from TSU and five from LU to Ukraine, and 11 from LIM. U.S. faculty who visited the Ukraine offered intensive short courses in marketing and management. Ukrainian faculty visiting the United States observed business school courses and management and collaborated in research. Some significant unanticipated results of the partnership occurred, including TSU and Lincoln partners arranging internships for LIM master's students. A total of nine interns were placed at local Tennessee and Missouri firms. The internship program greatly benefited both institutions. Another unexpected outcome was the arrangement of a Ukrainian faculty member's sabbatical with LU (December 2001), which was supported with leveraged funds.

UZBEKISTAN

KENT STATE UNIVERSITY, TRUMBULL
CAMPUS/TASHKENT STATE UNIVERSITY

Award Date: 1998 (completed April 2000)

Award Amount: \$49,498

Final Cost Share: \$60,205

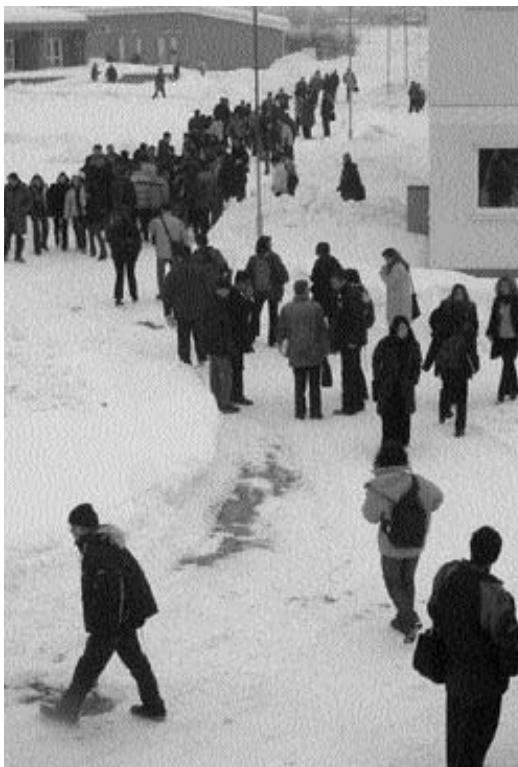
Kent State University, Trumbull Campus and Tashkent State University collaborated on a partnership to establish a training program in environmental technology in Uzbekistan. As Uzbekistan develops new environmental regulations, business and industry must respond by developing procedures to meet those regulations. This creates a demand for professionals trained in environmental technology. The partners addressed the need for a technically trained workforce to address environmental issues by offering courses for faculty and students from Tashkent State University and by expanding the existing curriculum. Faculty and students received

training in hazardous materials handling at the Kent State University, Trumbull Campus and participated in site visits. The partners created a web-based course for students at both institutions that allowed students to enroll in courses on industrial and environmental safety at Kent State through Tashkent State University. They also established an environmental technology laboratory at Tashkent State University to support environmental technology training.

Networks: The Next Step

If the concept of “partnership” is the new paradigm for addressing global development challenges, then the idea of networks for global development takes that concept a step further. Networks involve a wider range of participants in development projects, often by working through consortia of higher education institutions. They serve a larger constituency, have increased marketing and outreach resources, and bring a broader array of expertise to the table. They also enhance project sustainability.

Information sharing is another benefit: Development networks allow participants to exchange program ideas, best practices, and curricula, and identify solutions to challenges that individual partners may be facing. Networks also facilitate joint programming among institutions and enable them to share resources. Networks can often pursue large funding sources that otherwise would not be available to individual institutions. ALO actively works to promote synergy across its network of partnerships to help create a higher education community actively involved in global development.



UNIVERSITY OF CALIFORNIA, DAVIS/
SAMARKAND STATE UNIVERSITY

Award Date: 1999 (completed December 2001)

Award Amount: \$90,716

Final Cost Share: \$92,330

Other Funds Leveraged: \$100,000

Other Partners: National Academic Center for
Agricultural Research of Kazakhstan;
Institute of Ecology and Sustainable
Development of Kazakhstan; Institute of
Deserts, Flora and Fauna of Turkmenistan;
Academy of Sciences of Uzbekistan

The partnership between the University of California, Davis (UC–Davis) and Samarkand State University (SSU) aimed to develop the capacity of scientists in Central Asia to use geographic information system (GIS) technologies to measure and monitor carbon dioxide (CO₂) emissions that are degrading the ecosystem in the Central Asian rangelands. The partners developed a regional expertise for conducting GIS modeling of C fluxes. During phase one of the project, six scientists from Central Asia were trained in English at Utah State University and UC–Davis, modeling CO₂ flux in the ecosystem, processing of Bowen-ratio data, GIS modeling, and scientific presentation skills. Phase two focused on regional workshops and meetings in Central Asia, providing training in agricultural development and the role of properly managed rangelands on carbon sequestration. Materials and techniques continue to be incorporated into the curriculum at SSU and Kazak State University. A basic GIS lab was established in the Samarkand section of the Academy of Sciences of Uzbekistan. The partnership trained more than 25 regional professors, scientists, and technicians, and 458 students and staff from host countries. Nineteen institutions benefited from partnership activities. The partnership has leveraged new funding from the Environmental Office of USAID.

WASHINGTON STATE UNIVERSITY/TASHKENT
INSTITUTE OF IRRIGATION AND AGRICULTURAL
MECHANIZATION ENGINEERS

Award Date: 2000 (completed March 2003)

Award Amount: \$99,639

Proposed Cost Share: \$155,118

Other Funds Leveraged: \$306,700

Other Partners: Resource Exchange International,
Global Environmental Network

Washington State University (WSU) and Tashkent Institute of Irrigation and Agricultural Mechanization Engineers (TIAME) collaborated to strengthen TIAME's teaching and applied research capacity and to develop new and enhance existing environmental courses, degree programs, and continuing education. During the first phase of the partnership, the partners held two workshops, one on determining needs and priorities and the other on upgrading the technical skills of TIAME faculty. The partners organized training sessions for 24 faculty on economics and decision making in water management, a relatively new topic to TIAME and Uzbekistan as a whole. The partnership trained more than 54 Uzbek nationals. Resource Exchange International, a U.S.-based nongovernmental organization, was a key supporter of the partnership, organizing and partially funding English-language training for Uzbek faculty and a study tour for TIAME administrators to WSU, Colorado State University, and other U.S. institutions. WSU helped TIAME develop a new undergraduate training program in ecology and nature use. WSU also helped to develop the research and thesis portion of a new master's degree training program. Three TIAME faculty visited WSU to discuss environmental teaching methodology, master's thesis model development, and project management and sustainability.

LATIN AMERICA AND THE CARIBBEAN

“... The [partnership] successes will contribute to a sense of the possibilities of collaborations [among] citizens, politicians, and academic experts. This project has contributed to U.S. institutions and local communities because there are more similarities than differences in the problems faced in managing watersheds. It has facilitated or contributed to the exchange of information between citizens, government officials, and student and faculty researchers.”

—Dr. Paul Zedler, University of Wisconsin–Madison/Universidad de Guadalajara (Mexico)

Since 1998, ALO has supported 54 higher education partnerships focusing on Latin America and the Caribbean (LAC). Mexico has hosted the most partnerships (34), followed by Peru (7), Nicaragua (3), Bolivia (2), Honduras (2), and Jamaica (2). Brazil, Colombia, El Salvador, and Guyana have each hosted one partnership.

Seventeen of the partnerships in Mexico were awarded in 2002 as part of the United States–Mexico Training, Internships, Exchanges, and Scholarships (TIES) initiative. TIES is a multimillion-dollar public-private collaborative effort designed to spur social and economic growth by supporting institutional strengthening in higher education via university linkages, educational programs, and scholarships. Seven of the LAC partnerships earned grants through the Workforce Development Partnerships program, in cooperation with the American Association of Community Colleges (AACC). Several partnerships received funding in part or in full through USAID missions: El Salvador (Metropolitan Community College), Mexico

(Montana State University, Texas A&M University, University of Rhode Island, University of Texas, University of Wisconsin), Nicaragua (University of Florida), and Peru (Iowa State University).

The 54 partnerships represent a wide range of development projects, from wastewater management to tropical ecology training to HIV/AIDS prevention to software development. Latin American universities have a strong interest in and commitment to both development and understanding of the situation in their region. Thus, they are formidable partners in promoting development in Latin America and the Caribbean and in assuring strong partnership arrangements that also benefit the United States. The expertise (particularly in technology and training), cost effectiveness, and staying power of U.S. higher education institutions committed to partnering abroad make them a key resource for international development.

BOLIVIA

AMERICAN MUSEUM OF NATURAL HISTORY/UNIVERSIDAD MAYOR DE SAN ANDRÉS/ UNIVERSIDAD CATÓLICA BOLIVIANA/UNIVERSIDAD AUTÓNOMA GABRIEL RENÉ MORENO

Award Date: 2003

Award Amount: \$123,530

Proposed Cost Share: \$172,614

Other Partners: Wildlife Conservation Society; State University of New York at Syracuse; University of Maine

The American Museum of Natural History's Center for Biodiversity and Conservation, the Universidad Mayor de San Andrés, the Universidad Católica Boliviana, and the Universidad Autónoma Gabriel René Moreno are collaborating to develop and disseminate a comprehensive set of practical teaching materials to support education and training in protected area management, forest management and certification, water resource management, and public-private partnerships to improve waste management. The overarching goal of the partnership is to increase the number of trained educators and practitioners in biodiversity conservation and sustainable development in key countries around the world. During the course of the collaboration, the partners will, among other activities, (1) develop four new multicomponent active learning and teaching modules on topics relevant to biodiversity conservation and development; (2) adapt 10 additional multicomponent modules to the Bolivian context; (3) support the modules by promoting the use of active learning techniques and sharing of teaching resources across institutions; (4) conduct a series of regional and national workshops to disseminate educational resources produced by the partnership in Bolivia and beyond; and (5) develop an Internet-based network for the review and further dissemination of the modules. At least 70 to 80 professors will receive training in the modules, and thousands of students will ultimately benefit from the collaboration.

WESTERN ILLINOIS UNIVERSITY/UNIVERSIDAD MAYOR DE SAN ANDRÉS/UNIVERSIDAD AUTÓNOMA GABRIEL RENÉ MORENO

Award Date: 2003

Award Amount: \$122,315

Proposed Cost Share: \$255,341

Other Partners: Organization of American States; the appropriate offices of the World Bank; Servicio Nacional de Administración de Personal

The College of Business and Technology at Western Illinois University is collaborating with the Universidad Mayor de San Andrés and the Universidad Autónoma Gabriel René Moreno to support the development of human capital in Bolivia. Working with the colleges of economics and business, the partnership is working to (1) enhance institutional planning, budgeting, and management; (2) improve administrative skills through seminars, short courses, and mentoring; (3) strengthen quality assurance and curriculum; and (4) design continuing education programs. Faculty and administrative teams from each campus are engaged in bilateral exchanges to improve administrative skills, develop a process of continuous improvement, and design continuing education programs.

BRAZIL

COMMUNITY COLLEGES OF COLORADO/NATIONAL CONFEDERATION OF INDUSTRY

Award Date: 1999

Award Amount: \$49,972

Proposed Cost Share: \$31,318

Other Funds Leveraged: \$14,000

Other Partners: National Association of Manufacturers; Partners of the Americas

Community Colleges of Colorado and the National Confederation of Industry in Brazil are partners in a training project that seeks to upgrade the technical skills of industry

workers, emphasizing e-commerce and providing access to new technologies. Following an extensive needs assessment, the partners conducted training workshops in Brazil on workforce development policies for career advancement, e-commerce, partnering opportunities, and distance learning policy and programs. The partners established strong links with the Federation of Industries for the State of Minas Gerais (FEIMG), which is identifying priority workforce development issues and opportunities; the U.S. Department of Education's Community College Liaison Office; and the Colorado Office of Economic Development and International Trade. The partners also linked FEIMG with the National Association of Manufacturers, the largest multi-industry trade association in the United States.

COLOMBIA

AMERICAN UNIVERSITY/UNIVERSIDAD DE LOS ANDES/UNIVERSIDAD NACIONAL DE COLOMBIA

Award Date: 1999 (completed December 2001)

Award Amount: \$100,000

Final Cost Share: \$80,941

Other Partners: International Committee of the Red Cross; Presidential Program for Human Rights; Universidad Nacional de Lanus (Argentina); Universidad Católica (Ecuador)

American University's Washington College of Law, Universidad de los Andes, and Universidad Nacional de Colombia (UNC) collaborated to develop and strengthen the capacity of academic institutions throughout Colombia to provide education in human rights by training faculty in the interpretation of human rights standards and laws at both the domestic and international level. As a result of partnership activities, several Colombian law schools developed human rights courses, and UNC is currently establishing a human rights center. In 2000, human rights professors participated as trainers in a USAID-organized workshop for more than 800 public defenders

of the Human Rights Ombudsman in Colombia. Because this turnout included most of Colombia's public defenders, the training they received is expected to significantly bolster human rights defense capacity in the country. The partners convened workshops in Washington, D.C., and Bogotá, where they trained approximately 80 human rights professors. The partners also agreed to develop a basic human rights curriculum and to urge the government to require a human rights course within the basic law curriculum. They produced training materials in international and comparative law and extensive diagnostic reports on the status of human rights education in Colombia. In order to ensure continued collaboration and sharing of resources, the partners established an Academic Human Rights Network through the Internet.

EL SALVADOR

METROPOLITAN COMMUNITY COLLEGE/UNIVERSIDAD CENTROAMERICANA "JOSÉ SIMEÓN CAÑAS" ~ SPECIAL INITIATIVE

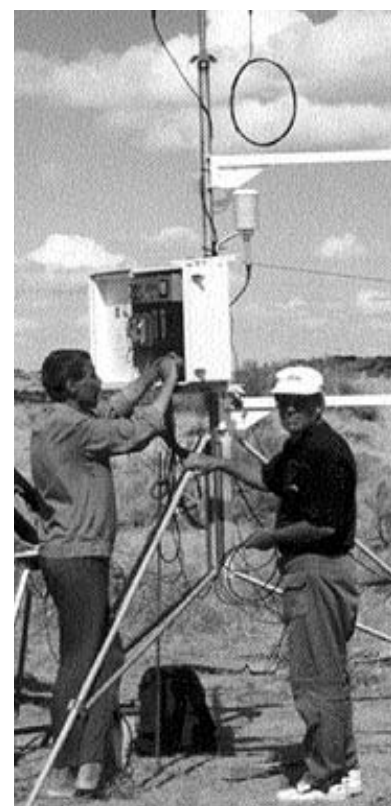
Award Date: 1999 (completed December 2002)

Award Amount: \$1,099,791

Final Cost Share: \$819,502

Other Partners: USAID/El Salvador; Instituto Salvadoreño de Protección al Menor; Ministry of Education; UNICEF; Ministry of Public Health; Save the Children; Secretariat for External Financing; Creighton University; University of Maryland; Gallup Organization; Center for the Support of Breastfeeding; Catholic Relief Services; Doctors of the World France; Tin Marin Museum; AGAPE; Boy Scouts of El Salvador; Greater Omaha Chamber of Commerce; Omaha Association for the Education of Young Children; Bright Horizons; Omaha 2000 Child Care Center; Casa de la Cultura de Guadalupe; Santillana Publishing Company; dozens of others

This USAID/El Salvador-funded "special initiative" partnership between Metropolitan



Community College (MCC) and the Universidad Centroamericana “José Simeón Cañas” (UCA) sought to strengthen the long-term competitiveness of rural Salvadorans by addressing the developmental needs of at-risk children between 0 and 6 years of age. This effort was part of “Early Education through the Family” (EDIFAM), a USAID early childhood education (ECE) activity. Throughout the collaboration, an ECE specialist from MCC was based in El Salvador to help develop curriculum and materials, conduct training programs, provide technical support, and ease communication among the numerous stakeholders. By the end of the partnership, MCC and UCA had, among other accomplishments, (1) trained 100 ECE-related professionals (nutritionists, educators, psychologists, and social workers) and 270 *madres cuidadoras* (nonprofessional childcare providers at rudimentary daycare centers); (2) convened a “National Congress” of the *madres cuidadoras*; (3) developed curriculum manuals and model manipulative kits in the areas of motor, socio-affective, cognitive, and linguistic development; (4) created a toy lending library in cooperation with UNICEF and other stakeholders; (5) developed a crisis intervention program and curriculum for ECE professionals following the 2001 earthquakes; and (6) created a monitoring/evaluation device for training processes in ECE. Through the multiplier effect, 330 daycare centers throughout El Salvador ultimately benefited from partnership activities.

GUYANA

ST. LOUIS COMMUNITY COLLEGE/GUYANA MINISTRY OF EDUCATION

Award Date: 1998 (completed December 2000)

Award Amount: \$49,870

Final Cost Share: \$83,456

Other Partners: Zambrana Engineering (St. Louis); Ministry of Education (Guyana); Department of Land and Surveys (Guyana); Advisory Committee from public and private sectors (Guyana)

Through this partnership, St. Louis Community College and the Guyana Ministry of Education developed a two-year curriculum to train certified land surveyors in postsecondary institutes in Guyana. The partners began their activities in fall 1998, and they completed a design process to identify land-surveying skills and assess technology and equipment needs in Guyana. The approach involved interviewing local private and public sector institutions engaged in land surveying, land ownership, and agricultural production. The partners created an all-Guyanese Curriculum Advisory Committee, developed a curriculum, and purchased equipment. The Ministry of Education pledged matching funds and began to assist in recruiting faculty and students, and the Department of Land and Surveys committed to offer employment to all course graduates. A new first-year class of more than 20 students enrolled in courses in September 2000. The partners continued to work to create an ongoing program to train sworn land surveyors and increase the rate of delineation of agricultural lands, to encourage private land ownership and ultimately increase agricultural production.

HONDURAS

PURDUE UNIVERSITY/CORNELL UNIVERSITY/
ESCUELA AGRÍCOLA PANAMERICANA (ZAMORANO)

Award Date: 1998 (completed February 2001)

Award Amount: \$100,000

Final Cost Share: \$637,335

Other Partners: Southern Jamaica Plains Health Center (Boston); University of Illinois; North Carolina State University; U.S. Department of Agriculture Forest Service; International Center for Tropical Agriculture (Costa Rica)

This partnership between Cornell University, Purdue University, and the Pan American School of Agriculture (Zamorano) developed an integrated program of education, applied research, and outreach activities to address critical needs in microenterprise development, natural resource management, community-based development, and higher education. Some of the partnership's more significant accomplishments include translating a handbook for pork producers; developing training materials for poultry production; developing a strategic plan for agrotourism in the Yeguaré Valley region; backstopping technical needs in pest management; giving a course on tropical agriculture and sustainable development at Zamorano; and developing a distance-learning course on plant propagation. They also established a formal link between health care practitioners in Boston and Honduras. The partners created 18 working groups, all of which completed their objectives, and several—most notably the tourism and health groups—have taken advantage of opportunities to continue their work beyond the grant period. When Zamorano received \$6 million from USAID to assist in the Hurricane Mitch recovery effort—including \$250,000 for Cornell and Purdue Universities to provide backstopping support—the partners convened a “visioning workshop” to focus and guide their collaboration. The partners leveraged an additional \$125,000 in other resources to assist the recovery effort.

UNIVERSITY OF NEW MEXICO/ESCUELA AGRÍCOLA
PANAMERICANA (ZAMORANO)

Award Date: 2002

Award Amount: \$100,000

Proposed Cost Share: \$181,112

The partnership between the University of New Mexico (UNM) and Zamorano aims to create local, national, and regional capacity for integrated management of water resources. UNM and Zamorano are collaborating to (1) develop a one-year, 12-module postbaccalaureate *diplomado* program (in Spanish) in water resources to certify Latin American water professionals; (2) organize two regional forums in Central America to discuss current and future water resources issues; and (3) establish a Central American Water Resources Development Center at Zamorano to support the development of sound water policy, planning, and management and to serve as a regional center of excellence. The principal technical areas the Center will address include watershed management, irrigation, land use planning, water harvesting, groundwater development, wastewater management, water storage and distribution, and water quality assessment. In early 2003, the partnership directors exchanged visits and began to develop the *diplomado* program and to plan the first forum, which will bring together key regional stakeholders from El Salvador, Nicaragua, and Honduras, including representatives from the private sector and senior representatives from the national ministries of environment/natural resources, agriculture, and health.



JAMAICA

FURMAN UNIVERSITY/UNIVERSITY OF THE
WEST INDIES

Award Date: 1999 (completed November 2001)

Award Amount: \$100,000

Final Cost Share: \$110,097

Other Funds Leveraged: \$408,000

Other Partners: Indusa Global; Ministry of
Industry, Commerce, and Technology;
Montego Bay Free Zone; International
Development Consortium (affiliated with
the University of Hertfordshire, London);
HEART/NTA; InfoTech (Kingston)

Furman University and the University of the West Indies (UWI) have trained a critical mass of software developers to create a sustainable software development industry in Jamaica. In 1999, the Caribbean Institute of Technology (CIT), founded as a result of this partnership, graduated its first class of 41 students trained in computer programming. Indusa Global, a U.S. private-sector partner with a branch in Montego Bay, hired all of the graduates, each of whom had completed a 10-month training program. In response to this initial success, subsequent enrollment increased, and the second and third classes produced 81 and 95 graduates, respectively. More than 80 percent of the 122 graduates from the first two classes currently work with Indusa and 11 other information technology companies in Jamaica. Of the 217 total graduates, 100 are women. The partners trained seven instructors and three assistants, allowing them to open two satellite centers in Kingston, each serving 50 students. Due to the enthusiastic support of the Jamaican government, the partners were able to expand their activities more quickly than originally anticipated, and they opened several more satellite centers in 2002.

UNIVERSITY OF DELAWARE/UNIVERSITY OF THE
WEST INDIES

Award Date: 2000

Award Amount: \$97,940

Proposed Cost Share: \$25,990

The partnership between the University of Delaware (UD) and the University of the West Indies (UWI) seeks to develop best practices in the fields of integrated coastal management (ICM) and tourism management, at both the academic and governmental levels. UD and UWI have nearly finished developing all 12 of their planned learning and teaching modules in the areas of ICM, processes and tools for ICM, and ICM in the Caribbean region. In January 2003, the partners participated in an intensive course in ICM at the University of Miami, during which they delivered lectures on the general principles of ICM, international developments in ICM, ICM in the United States, and ICM experiences in Jamaica and the Caribbean. The partners have exchanged three faculty, seven students, and two government personnel. Belize unexpectedly benefited from the collaboration when the government hired one of the UWI assistants who participated in the student exchange to be director of its Coastal Zone Management Authority and Institute. UWI's Centre for Marine Sciences is currently working to establish a master of science program that will include the ICM distance learning course as a core course.

MEXICO

DAYTONA BEACH COMMUNITY

COLLEGE/UNIVERSIDAD REGIOMONTANA

Award Date: 1998 (completed December 2000)

Award Amount: \$49,972

Final Cost Share: \$76,520

Other Funds Leveraged: \$11,000

Other Partners: The Center for International Business Education; Glassner & Handel Law Firm; Florida Resource Center; Excel International Advisors, Inc.

The main objective of the partnership between Daytona Beach Community College (DBCC) and Universidad Regiomontana (UR) was to encourage broad-based economic growth and leverage investment in technology to generate employment opportunities. The partners established highly successful import/export training programs at UR to meet the needs of firms conducting business in the North American Free Trade Agreement (NAFTA) corridor. These programs focused on the business applications of information technology, and the partners launched courses at UR in fall 2000. DBCC faculty assisted in teaching the new curriculum, which the partners developed with the assistance of U.S. and Mexican experts in import/export techniques. The *Orlando Sentinel* sponsored presentations in Florida on the importance of these international development programs in an effort to raise citizens' global awareness and international competency. Because of the great success of the import/export training program, Mexican city and state government officials approached the partners to collaborate on developing a criminal justice training program. The program would benefit new police officers as well as mid- and upper-level managers of local law enforcement agencies.

FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY/UNIVERSIDAD IBEROAMERICANA

Award Date: 2000

Award Amount: \$100,000

Proposed Cost Share: \$42,739

Other Partners: Census Information Center

Florida Agricultural and Mechanical University (FAMU) and the Universidad Iberoamericana (UIA) are building a community and economic development program that will strengthen civic education, community outreach, and community organization. The partnership seeks to encourage universities to work with local neighborhoods and the public and private sectors to restore trust in government. FAMU has created a minor in urban studies and economic development within its Department of Political Science, and has assisted in developing the curriculum for a certificate program in community and economic development at UIA. The partners recently (1) conducted forums on enhancing voter and political participation in the community, HIV/AIDS community awareness, and HIV/AIDS in Africa and debt cancellation; (2) held a three-day Florida Community Leadership workshop; and (3) collaborated with SEDEMEX (Central de Servicios para el Desarrollo del Estado México) to replicate a workshop on strategic planning for the approximately 1,000 rural microentrepreneurs they serve. The partners will conduct at least three more workshops for community development organizations on basic communication competencies, conflict negotiation, and fund raising, and at least three forums for poor junior high school students on (1) interpersonal communication, self-confidence, and teenagers and (2) self-perception of cultural identity of young people from Mexico City.



KIRKWOOD COMMUNITY COLLEGE/UNIVERSIDAD
TECNOLÓGICA DE FIDEL VELÁZQUEZ

Award Date: 1998 (completed December 2000)

Award Amount: \$49,999

Final Cost Share: \$18,986

Other Partners: Technological University of
Puebla; Partnership for Environmental
Technology Education

A partnership with Kirkwood Community College (KCC) laid the foundation for the Universidad Tecnológica de Fidel Velázquez (UTFV) and the Universidad Tecnológica de Puebla (UTP) to establish themselves as leaders in developing wastewater management training programs in Mexico. The staff of KCC's Environmental Training Center developed and conducted a short-term train-the-trainer workshop that addressed water pollution in Mexico, the teaching of water pollution control to environmental students in Mexican university programs, and technical competencies critical for successful operation of wastewater treatment facilities. Among the partnership's significant accomplishments was the successful integration of KCC materials into the UTFV training curriculum. In addition, KCC assisted UTP in instituting a mandatory operator certification program in Puebla. Since the partnership project ended, UTFV has created and is leading a group of environmental directors from technological universities to exchange project information and share resources. The group has initiated meetings with federal authorities to discuss implementation of training requirements for operators of wastewater treatment plants, and individual members have approached state authorities to assist with policy decisions concerning such training.

INDIANA UNIVERSITY/UNIVERSIDAD NACIONAL
AUTÓNOMA DE MÉXICO

Award Date: 2002

Award Amount: \$136,209 of anticipated
\$150,877 total

Proposed Cost Share: \$127,730 of anticipated
\$178,049 total

Other Partners: Proyecto de Conservación y
Manejo Forestal; Unión Zapoteca
Chinanteca

The Indiana University and the Universidad Nacional Autónoma de México partnership seeks to train Mexican scientists (biologists, foresters, and social scientists) and technical advisors in conservation theory and methodology. Graduate-level training is also being provided in community governance and natural resource management. The partnership will provide forest communities in Oaxaca, Mexico, with the methodological tools necessary to analyze and improve their institutional structures and performance, thus empowering them to become effective forest conservationists.

MARICOPA COMMUNITY COLLEGE
DISTRICT/UNIVERSIDAD VERACRUZANA

Award Date: 2000 (completed March 2003)

Award Amount: \$100,000

Final Cost Share: \$118,101

Other Funds Leveraged: \$170,000

Other Partners: Arizona Small Business
Association; Greater Phoenix Chamber of
Commerce; Veracruz State Entrepreneur
Association; Universidad Veracruzana
Hospital School; various community
colleges throughout rural Arizona; Salt
River Maricopa Native American
Community; Secretario de la Economía;
Nacional Financiera; Xalapa Chamber of
Commerce; Arizona AIDS Project

The Maricopa Community College District and the Universidad Veracruzana (UV) partnered (1) to expand outreach efforts on

United States–Mexico TIES Initiative

The United States–Mexico Training, Internships, Exchanges, and Scholarships (TIES) initiative is a multimillion-dollar public-private alliance designed to spur social and economic growth in Mexico by supporting institutional strengthening in higher education via university linkages, educational programs, and scholarships.

The initiative will develop a minimum of 35 sustainable institutional linkages between higher education or research institutions in Mexico and the United States. These linkages, with a focus on enhancing higher education's role in social and economic development, will support faculty and student exchange and collaborative research, and will provide an institutional framework for many of the master's degree programs.

In addition, TIES will provide approximately 750 scholarships for Mexicans to study in the United States. Most of the scholarships will be awarded for master's degrees or special graduate programs at U.S. colleges and universities; other scholarships will fund enrollment of Mexicans in undergraduate courses. Many master's degree candidates will participate in internships in government agencies, NGOs, or the private sector as an integral component of their academic study programs.

The goals of TIES are to facilitate pursuit of the common agenda for development that is emerging in the U.S.–Mexico bilateral relationship and to enhance Mexico's ability to take advantage of opportunities created by the North American Free Trade Agreement (NAFTA), leading to a narrowing of the social and economic gaps between and within Mexico and the United States. TIES will benefit many segments of U.S. and Mexican society—higher education institutions, civil society and other nongovernmental and community groups, the private sector, and national, state, and local governments.

TIES will focus on, but not be limited to, the following fields of study: education and human capital development; natural resources management; environmental science; information technology for development; agriculture; humanitarian assistance; transparency and decentralization; micro- and small business development; international finance; and public policy and administration.

TIES receives funds from the U.S. government through USAID, with additional funds expected to come from tuition waivers, matching grants, university counterpart contributions, cost sharing, and support from foundations and the for-profit private sector.

HIV/AIDS, tuberculosis, and diabetes in the rural, low-income areas of Veracruz and (2) to promote the competitiveness and environmental protection practices of microenterprises by developing a small business center—Centro Universitario de Servicio a la Empresa (CUSEM)—at UV. As a result of the outreach effort, approximately 6,000 UV students are using the HIV/AIDS manual developed under the collaboration, and 3,000 students and local residents are enrolled in a

program to share the HIV/AIDS information with communities and families. Also, 150 UV “University Brigade” students have been trained to disseminate public health information to 1,400 neighborhoods and communities. In the small business initiative, 40 UV faculty have been certified as counselors at CUSEM; 55 entrepreneurs have enrolled as full-service clients; 13 businesses have sought consultation on corporate image; 20 entrepreneurs completed a course on obtaining credit;

and 30 students were placed in business internships. The Rector of UV met with representatives of a new small business center at the Universidad Autónoma de Guadalajara (UAG), government officials, and others from the public and private sectors to seek federal support for a nationwide system of small business centers. In May 2003, stakeholders from eight states, UV, and UAG convened a conference to advance the initiative.

MICHIGAN TECHNOLOGICAL
UNIVERSITY/UNIVERSIDAD DE SONORA

Award Date: 2002
Award Amount: \$170,035 of anticipated
 \$299,860 total
Proposed Cost Share: \$304,629 of anticipated
 \$487,182 total

The partnership between Michigan Technological University (MTU) and the Universidad de Sonora (UNISON) seeks to train a new generation of bi-national, multi-disciplinary water resources experts to ensure responsible decision making for sustainable water resources in Sonora, Mexico. The training is being carried out via master's programs in environmental, chemical, geological, and civil engineering, environmental policy, or forestry at MTU. Graduates of these programs will have a broad array of skills ranging from design of engineered systems to critical analysis of water policy. In addition to the master's training, one Ph.D. candidate will return to UNISON to teach courses in water resource engineering and related issues.

MONTANA STATE UNIVERSITY/UNIVERSIDAD
AUTÓNOMA DE BAJA CALIFORNIA

Award Date: 2000
Award Amount: \$99,954
Proposed Cost Share: \$135,438
Other Partners: Alianza Internacional Desierto Sonorense; Pronatura Península de Baja California; Benefis Healthcare; Cascade County Health Department; local small businesses; regional public health clinics; municipal governments; regional K-12 schools

Montana State University (MSU) and the Universidad Autónoma de Baja California (UABC) are partnered to develop sustainable community outreach programs in public and environmental health, public school water education, and small business pollution prevention. Representatives of the international water education project (Water Education for Teachers [WET]), the Mexico Institute of Water Technology, and UABC conducted two teacher education workshops in Mexico for more than 50 educators and Department of Education leaders, and one meeting for a new bi-national watershed education initiative. Taking advantage of the UABC requirement that all students perform hundreds of hours of community service, the partners taught student volunteers at elementary schools to disseminate information about water education. As a result of faculty, staff, and student exchanges, community health nursing courses include more on environmental health. Both MSU and UABC have developed keener insight into how nursing care is delivered in the United States and Mexico, the impact of national policies on the respective health care systems, and the role that environmental factors play in various clinical conditions.

NORTHERN ARIZONA UNIVERSITY/UNIVERSIDAD DE SONORA

Award Date: 2002

Award Amount: \$157,330

Proposed Cost Share: \$106,288

Other Partners: Red Fronteriza Sobre Salud y Medio Ambiente, A.C. (La Red)

This partnership expects to improve the ecological understanding of Sonoran Desert ecosystems and provide the basis for knowledge transfer to local communities and land managers through training of master's students and faculty in applied ecology and conservation biology. A principal objective of the partnership is to run an intensive program of student and faculty exchange and training within the framework of an applied ecological research project that focuses on (1) documenting the biodiversity and basic ecological properties of the Sonoran Desert ecosystems across natural environmental gradients of temperature and precipitation and (2) studying the ecological impacts that human land use has on desert and semidesert ecosystems in Sonora. This project is expected to (1) help establish a strong program of biodiversity conservation and management at the Universidad de Sonora, (2) develop institutional linkages, and (3) lay the groundwork for a joint master's degree program.

THE OHIO STATE UNIVERSITY/COLEGIO DE POSTGRADUADOS EN CIÊNCIAS AGRÍCOLAS

Award Date: 1998 (completed August 2002)

Award Amount: \$99,972

Final Cost Share: \$366,948

Other Partners: 41 partners, primarily Ohioan and Mexican agribusiness firms represented on The Ohio State University Agribusiness Advisory Council and the Colegio de Postgraduados en Ciências Agrícolas Agribusiness Advisory Council

This partnership sought to establish an ongoing program in agribusiness at the

Colegio de Postgraduados en Ciências Agrícolas (CP) and to enhance The Ohio State University's (OSU) knowledge of Mexico and involvement in Mexican agribusiness and the North American Free Trade Agreement. Early in the collaboration, the partners created three new short courses at CP: Agribusiness Management, Agricultural and Food Marketing, and Agricultural Food Systems. By the end of the funding period, the management course had been offered six times at CP and two more times in the states of Morelos and Tabasco, enrolling a total of 322 students. The latter two courses started later and enrolled 31 and 40 students, respectively, in their first offerings. The partners also established a Technical Agribusiness master's degree program at CP, with 40 students enrolling in the first year; an agribusiness certificate program for CP master's and Ph.D. students in any discipline, and Agribusiness Advisory Councils at both CP and OSU, comprised of representatives from the public and private sectors. Three members of OSU's Agribusiness Advisory Council traveled to Mexico to tour agribusiness enterprises. CP and OSU are successfully using numerous means, including posters, brochures, and television ads, to market the new agribusiness program throughout Mexico.

PARADISE VALLEY COMMUNITY COLLEGE/UNIVERSIDAD TECNOLÓGICA DE TABASCO

Award Date: 1998 (completed December 2000)

Award Amount: \$49,975

Final Cost Share: \$108,147

The international environmental technology workforce development partnership between Paradise Valley Community College (PVCC) and the Universidad Tecnológica de Tabasco (UTTAB) was designed to create a cadre of workers in Tabasco who are knowledgeable about environmental health and safety and prepared to assist industries and the government in protecting the environment.

In the first phase of the project, UTTAB completed a needs assessment of its local industry, and the PVCC team confirmed the need for an Environmental Health and Safety Technology (EHST) program in Tabasco. In phase two, six UTTAB faculty attended an intensive program on the PVCC campus to increase institutional capability to train qualified environmental technicians. PVCC and a national nonprofit organization, Partners for Environmental Technology Education, collaborated on developing educational programs to assist UTTAB with its training efforts. A team of U.S. experts on the environment, community outreach, multimedia development, and program evaluation worked with UTTAB in Mexico to evaluate progress, enhance the curriculum, and disseminate project materials. In addition to the EHST program, the partnership has initiated three other workforce development activities: (1) Tabascan outreach to the PEMEX industry, focusing on pollution prevention; (2) an outreach program to Tabascan elementary schools, focusing on environmental awareness, and (3) the Consortium for Regional Development of Environmental Programs, comprising eight universities in Mexico.

**SAN DIEGO COMMUNITY COLLEGE
DISTRICT/CENTROS DE CAPACITACIÓN TECNOLÓGICA
INDUSTRIAL**

Award Date: 1998 (completed December 2000)

Award Amount: \$49,999

Final Cost Share: \$46,920

Other Partners: Centros de Capacitación para el Trabajo Industrial, Mexico; American Electronics Association; San Diego Economic Development Corporation; BC Samsung Mexicana; Cannon Business Machines of Mexico; Sony of Tijuana; Hitachi of Mexico; Industria Naval de California; CACINTEA of Tecate

San Diego Community College District (SDCCD) and Centros de Capacitación Tecnológica Industrial (CECATI) collaborated

on the Borderlands Workforce Development Partnership to support sustainable regional economic development by improving the employability of the Mexican workforce through education and training. The partners worked with business and industry to develop model curricula and instructional materials for U.S. industry-approved certification programs in electronics and welding, primarily for Mexican workers employed by U.S. companies operating in Mexico. Contacts and linkages developed with the American Welding Society and the International Association of Certified Electronics Technicians, and with both U.S. and Mexican industry representatives, secured industry approval for the program materials. The partners received a U.S. Department of Education grant to develop an information and resource exchange network between educational institutions and industrial associations in Mexico and the United States. After completing their certified instructor training, CECATI instructors in 198 institutions throughout Mexico will be able to use the project materials to certify their own students, thereby creating a self-sustaining infrastructure of continued training and professional certification in well-paying, high-tech jobs. The curriculum and training materials designed by the partners will be used as a model for developing certification training programs in automotive technology, air conditioning and refrigeration, machine tooling, and electronic soldering.

**SAN DIEGO STATE UNIVERSITY/UNIVERSIDAD
AUTÓNOMA DE BAJA CALIFORNIA**

Award Date: 2002

Award Amount: \$291,564 of anticipated
\$299,124 total

Proposed Cost Share: \$198,332 of anticipated
\$208,411 total

San Diego State University and the Universidad Autónoma de Baja California are partnered to develop a joint master's degree program in transborder public administration

Steps to Sustainability

The most sustainable partnerships consider how to make collaboration a continuing part of their development efforts. Inherent in the very strategy and structure of these partnerships are the seeds that will carry the project past the initial funding stage, whether through leveraging additional financial support, institutional development, nurturing host country government support, involving the local community, or building into the partnership a train-the-trainer approach (whatever the topic addressed) to ensure the continuation of the project.

Important steps to sustainability include:

- Seeking additional funding.
- Integrating training on proposal writing, English language skills, and presentation skills into partnership activities to build the capacity of the overseas partners to link with the international academic community.
- Including institutional development in the partnership's scope of work.
- Involving key decision makers within the host country, which signals to observers that the project's goals have considerable support.
- Ensuring community involvement and local investment.
- Training educators and other professionals to continue their efforts once the project partners have fulfilled their original commitments.

and governance for the U.S.–Mexico border region. The goal of the partnership is to train the next generation of local, state, and federal public administration leaders on both sides of the border. It enhances the delivery of services to border community residents and improves transborder cooperation at the community level. U.S. and Mexican local governments will be able to more effectively address transborder problems, take advantage of regional opportunities (e.g., the construction of shared water, wastewater, and reclamation facilities), and collaborate in areas such as harmonized data generation, geographic information systems, and regional planning. The partners are developing a model for use in other regions of the U.S.–Mexico border zone.

SOUTHERN OREGON UNIVERSITY/UNIVERSIDAD DE GUANAJUATO

Award Date: 2002

Award Amount: \$218,960

Proposed Cost Share: \$646,105

The partnership between Southern Oregon University and Universidad de Guanajuato (UG) seeks to: (1) explore new collaborative projects between the two institutions that will secure the establishment, development, and permanence of a graduate-undergraduate student exchange program in academic areas of value to Mexico and the United States; (2) enhance opportunities for UG faculty members and executives in the business and industrial sectors of the Bajío area of Guanajuato state to earn a master's degree in administration while they continue to work; and (3) strengthen cooperative projects of both institutions through enhanced faculty and administrative staff exchange and interaction.

STATE UNIVERSITY OF NEW YORK AT
MORRISVILLE/UNIVERSIDAD TECNOLÓGICA
DE TULA-TEPEJÍ

Award Date: 1998 (completed December 2000)

Award Amount: \$49,001

Final Cost Share: \$110,992

Other Funds Leveraged: \$100,000

Other Partners: Universidad
Tecnologica de León; Ogden
Yorkshire Water Company; City of
Auburn WWTF; Anheuser Busch
Waste Treatment Facility; Carrier
Transicold; City of Oneida WWTF;
Bristol Meyers Squibb; New Process
Gear WWTF; Niagara Mohawk
Nuclear WWTF

The partnership between the State University of New York at Morrisville (SUNY-Morrisville) and Universidad Tecnológica de Tula-Tepejé provided training for municipal and industrial wastewater treatment plant operators. Instructors from the Mexican universities attended training in New York, worked with municipalities and businesses, and observed academic programs at SUNY-Morrisville. The partners from New York then traveled to Tula-Tepejé and León to assess local training needs and assist with program development and implementation. The partners successfully lobbied the Mexican government to certify wastewater treatment operators.

TEXAS A&M UNIVERSITY (TEXAS AGRICULTURAL
EXPERIMENT STATION)/UNIVERSIDAD AUTÓNOMA DE
NUEVO LEÓN/UNIVERSIDAD AUTÓNOMA DE
TAMAULIPAS/UNIVERSIDAD AUTÓNOMA AGRARIA
ANTONIO NARRO

Award Date: 2003

Award Amount: \$125,000

Proposed Cost Share: \$397,681

This partnership seeks to improve the abilities of six faculty from two universities to teach, conduct research, and apply biotechnology to high-priority regional problems

related to food, agriculture, and the environment. Faculty spend six-month sabbaticals at Texas A&M University (TAMU), immersed in biotechnology research on infectious diseases of sheep and goats. They select, design, and produce instructional communications technology media; practice leadership skills to share their knowledge with students and faculty; and develop a plan to expand the effort to other universities in Mexico. Six TAMU faculty members guide the experiential learning and conduct support activities in Mexico.

TEXAS A&M UNIVERSITY (TEXAS AGRICULTURAL
EXPERIMENT STATION)/CONSORCIO TÉCNICO DEL
NORESTE DE MÉXICO (2001)

Award Date: 2001

Award Amount: \$100,000

Proposed Cost Share: \$110,975

Other Funds Leveraged: \$187,000

Other Partners: Unión Ganadera Regional de
Nuevo León; Unión Ganadera Regional de
Tamaulipas; Unión Ganadera Regional de
Coahuila; Instituto Nacional de
Investigaciones Forestales, Agrícolas y
Pecuarias; Universidad Juárez del Estado
de Durango; Universidad Autónoma de San
Luis Potosí; Heifer Project International;
Extension Service Mexico; Producers
Cooperative Association

The Texas A&M University (TAMU) System's Texas Agricultural Experiment Station and the three member institutions of the Consorcio Técnico del Noreste de México (CTNM)—Universidad Autónoma de Tamaulipas (UAT), Universidad Autónoma de Nuevo León, and Universidad Autónoma Agraria Antonio Narro—are collaborating to increase local and national management capacity to restore and sustain degraded critical ecosystems in the semi-arid regions of northern Mexico and to improve sustainable land use in these areas. Among other significant accomplishments, TAMU and CTNM

(1) trained more than 40 agricultural extension agents to diagnose, control, and prevent an important viral disease in sheep and goats; (2) evaluated 10 buffelgrass cultivars for blight susceptibility; (3) installed seven weather monitoring stations in Texas and Mexico; (4) trained six Mexican graduate students to design, collect, and analyze social science-oriented research data; (5) organized a tour of production systems and industries in Texas for Mexican livestock producers; (6) launched a new animal biotechnology course at UAT; (7) gave numerous collaboration-related presentations and training sessions at conferences, workshops, and seminars attended by U.S. and Mexican faculty, students, veterinarians, and producers; and (8) published the first scientific article based on the Simple Ecological Sustainability Simulator model. Four Mexican producers provided direct support for the collaboration in the form of land, equipment, and supplies.

TEXAS A&M UNIVERSITY (TEXAS AGRICULTURAL EXPERIMENT STATION)/CONSORCIO TÉCNICO DEL NORESTE DE MÉXICO (2002)

Award Date: 2002

Award Amount: \$100,000

Proposed Cost Share: \$265,000

Other Partners: Unión Ganadera Regional de Nuevo León; Unión Ganadera Regional de Coahuila; Asociación Ganadera Local de Piedras Negras; Comisión Nacional de las Zonas Áridas; Cementos APASCO

The Texas A&M University (TAMU) System's Texas Agricultural Experiment Station and the three member institutions of the Consorcio Técnico del Noreste de México (CTNM)—Universidad Autónoma de Tamaulipas, Universidad Autónoma de Nuevo León, and Universidad Autónoma Agraria Antonio Narro—are seeking to establish demonstration sites in Mexico near the Texas border to share practices that promote the restoration and sustainability of degraded ecosystems in the semi-arid regions of north-

east Mexico and south Texas. To that end, the partners are working to establish strong links between landowners, cattlemen's organizations, the private sector, and government agencies to pursue common goals. The partners have thus far identified two demonstration sites—one in Nuevo León and one in Coahuila—and a potential third site in South Texas, pending funding from a private source. They have also identified the faculty and students (three undergraduates and three graduates) who will be involved in the demonstration sites. At Coahuila, the partners conducted a workshop on potential projects and project proposals for the demonstration sites. They also trained 35 local cattlemen in livestock nutrition.

TEXAS A&M UNIVERSITY—CORPUS CHRISTI/LAMAR UNIVERSITY/INSTITUTO TECNOLÓGICA DE SALTILLO

Award Date: 2002

Award Amount: \$133,334 of anticipated \$200,000 total

Proposed Cost Share: \$136,271 of anticipated \$200,203 total

Other Partners: Instituto Tecnológica de Coahuila; Universidad Tecnológica de Torreón

Texas A&M University—Corpus Christi, Lamar University, and Instituto Tecnológica de Saltillo are collaborating to address major water resources issues in Northern Mexico. The partnership provides research training and educational programs for Mexican undergraduates, graduates, and lifelong learners. The programs address water scarcity, dramatic growth, and inadequate water resource management. Master's-level students are trained in sustainable water resource management and in the latest wastewater treatment technology. The partners are working to establish a bi-national student and faculty program with significant industrial participation. Training and short courses are used to educate the public and industrial sectors in the latest technologies.

TEXAS CHRISTIAN UNIVERSITY/UNIVERSIDAD DE LAS AMÉRICAS PUEBLA

Award Date: 2002

Award Amount: \$104,574

Proposed Cost Share: \$182,446

The partnership between Texas Christian University and the Universidad de las Américas Puebla seeks to train professionals to lead business cross-border activities in Mexico and the United States. The partners are working to create a dual master's degree program in international business and marketing. Graduates of the program will be able to identify opportunities to develop trade between the United States and Mexico; develop skills for conducting negotiations and reaching agreements between companies in both countries; understand effective marketing strategies for consolidating and entering new international markets; understand how to develop strategic alliances with companies in other countries; and better understand how to conduct business in the North American Free Trade Agreement environment.

UNIVERSITY OF ARIZONA/UNIVERSIDAD AUTÓNOMA DE CHAPINGO

Award Date: 2002

Award Amount: \$230,304 of anticipated
\$299,934 total

Proposed Cost Share: \$219,416 of anticipated
\$292,561 total

Other Partners: Mexican Institute for Water Technology; Rio Fuerte Farmer's Associations; Arizona Drip Systems

The University of Arizona (UA) and the Universidad Autónoma de Chapingo (UACH) are teamed to enhance UACH's capacity to provide training and continuing education in emerging and unique areas relevant to agriculture in Mexico. UA and UACH faculty jointly teach courses in Mexico that address bio-process engineering, controlled environment

agriculture, and irrigation. The partnership provides master's degree training for Mexican students, short-term training for UACH faculty, and short courses for UACH graduate students and faculty in controlled environment agriculture. Through public and private sector cooperation, the partnership also provides graduate internship opportunities in Mexico and the United States.

UNIVERSITY OF CALIFORNIA, SAN DIEGO/
UNIVERSIDAD AUTÓNOMA DE BAJA CALIFORNIA

Award Date: 2001

Award Amount: \$99,782

Proposed Cost Share: \$53,399

Other Partners: U.S.–Mexico Border Health Association; Pan American Health Organization; Ministry of Health; ISESALUD; ISSSTECALI; IMSS; CONASIDA; ISSSTE; FRONTERAS UNIDAS PROSALUD; Hospital General de Tijuana; San Diego State University; California Office of Bi-national Border Health; County of San Diego Office of Border Health; approximately six other U.S. and Mexican health and government entities

To address the health and development challenges facing the California/Baja California region, the University of California, San Diego (UCSD), the Universidad Autónoma de Baja California (UABC), and Project Concern International are offering educational services to increase the number of health care practitioners, community health workers, and medical students trained in cross-border HIV/AIDS and tuberculosis (TB) issues. Since beginning their collaboration, the partners have met regularly to develop curricula for the training courses, formulate an evaluation process, and develop strategies to disseminate information. Among other significant activities, the partners have (1) conducted several workshops and symposia for health practitioners on the diagnosis, treatment, and control of TB and HIV/AIDS;

(2) conducted workshops and a symposium on prenatal AIDS; (3) conducted workshops for Mexican medical students on HIV/AIDS prevention; (4) organized HIV/AIDS prevention programs for volunteers in local communities; (5) aired radio programs to increase HIV/AIDS awareness among adolescents; (6) and conducted two bi-national HIV/AIDS roundtables, out of which emerged bi-national focus groups on HIV/AIDS-related epidemiology, care and treatment, education and prevention, policy and planning, and funding opportunities. To date, approximately 1,034 Mexican nationals (581 women, 453 men) have received both short-term and informal training.

UNIVERSITY OF CONNECTICUT/UNIVERSIDAD
AUTÓNOMA DE BAJA CALIFORNIA

Award Date: 2002

Award Amount: \$299,857

Proposed Cost Share: \$331,589

Other Partner: Project Oceanology

The partnership between the University of Connecticut (UConn) and the Universidad Autónoma de Baja California (UABC) seeks to improve education in marine sciences and coastal management at the K-12 and post-secondary levels through student and faculty training, exchanges and joint research projects. The partners collaborate to upgrade the technological capabilities in areas such as environmental and coastal process monitoring, biodiversity, and living and nonliving marine resource assessments. In addition, the partnership reinforces UABC's capacity to deal with the array of stakeholders who play a role in coastal management issues in Mexico, including policy makers at the state, national, and international levels.

UNIVERSITY OF GEORGIA/UNIVERSIDAD
VERACRUZANA

Award Date: 1998 (completed July 2001)

Award Amount: \$91,899

Final Cost Share: \$231,939

Other Funds Leveraged: \$548,026

Other Partners: Escuela Normal Veracruzana;
Universidad Pedagógica Veracruzana;
La Caña, Desarrollo Integral de la Familia
(domestic violence agency); Secretariat de
Educación y Cultura; Centers for Disease
Control and Prevention; Gainesville City
Schools; Hall County Board of Education;
Garnett Ridge Family Support Center

The partnership between the University of Georgia (UGA) and Universidad Veracruzana (UV) aimed to increase the number of bilingual and culturally competent social workers, education professionals, and students in Georgia and in Veracruz through faculty and student development programs and inservice training for professionals in the field. More than 35 Mexican faculty, students, teachers, and social workers shared instructional approaches with UGA professors, attended courses at UGA, and job-shadowed their counterparts at Georgia schools and social service agencies. A group of 194 U.S. teachers, students, and social workers traveled to Mexico for academic and professional development activities. The partners organized several workshops at UV on topics including hepatitis, substance abuse, and disability services. They also held two videoconferences from UGA that drew approximately 200 participants. Together, the partners also developed a new social work curriculum at UV; established more than 20 new formal linkages in Mexico and Georgia; conducted applied research projects with rural Mexican communities; and made 12 visits to a school in the rural community of La Caña. Overall, 538 women and 132 men from Mexico and the United

States have participated directly in the project, through exchange visits, workshops, and conferences. The partnership's success enabled it to win 17 additional grants.

UNIVERSITY OF ILLINOIS AT
URBANA-CHAMPAIGN/UNIVERSIDAD AUTÓNOMA
DE QUERÉTARO

Award Date: 2002

Award Amount: \$199,084 of anticipated
\$297,667 total

Proposed Cost Share: \$310,037 of anticipated
\$523,146 total

Other Partners: Centro de Investigación y de Estudios Avanzados del Instituto Politécnico Nacional; Unidad Irapuato; Departamento de Ingeniería Química y de Ingeniería Bioquímica del Instituto Tecnológico de Celaya; Centro de Ciencias Básicas de la Facultad de Química at the Universidad Autónoma de Aguascalientes; Instituto de Ciencias Agrícolas at the Universidad de Guanajuato; Centro de Investigación y Estudios de Posgrado de la Facultad de Ciencias Químicas at the Universidad Autónoma de San Luis Potosí

The partnership between the University of Illinois at Urbana-Champaign and the Universidad Autónoma de Querétaro's Programa de Posgrado en Alimentos del Centro de la República seeks to (1) educate and train Mexican graduate students to improve agriculture, food quality, nutrition, and health in Mexico and to (2) build sustainable ties between the two institutions through research projects. The training program integrates plant and animal sciences, food engineering, nutritional and consumer science, and technology transfer leading to the production of nutritionally improved food plants and food products. The partners explore research opportunities in areas related to the development of improved varieties of fruits and vegetables.

UNIVERSITY OF RHODE ISLAND/UNIVERSIDAD DE
QUINTANA ROO

Award Date: 2000 (completed September 2002)

Award Amount: \$99,984

Final Cost Share: \$39,622

Other Partners: Mexico Federal Environmental Protection Agency; State Department of Environment; Orton P. Blanco Municipal Planning Agency; State Association of Biologists and Engineers; Hotel Association of Quintana Roo; Amigos de Sian Ka'an

The goal of the partnership between the University of Rhode Island (URI) and the Universidad de Quintana Roo (UQROO) was to establish a regional center for geographic information system (GIS) data and technical expertise to improve environmental management on the Yucatán Peninsula. The southeastern state of Quintana Roo is one of the most rapidly growing and extensive tourism corridors in the Caribbean, and therefore faces the multiple challenges of preserving biodiversity, ensuring adequate and clean water and food supplies, and promoting sustainable economic growth. In addition to establishing a GIS Center housed within UQROO's Science Department, URI and UQROO created a regional GIS coordinating body (La Red de Sistemas de Información Geográfica para la Península de Yucatán: SIGPY) comprised of active GIS users and representatives from NGOs and research organizations. The center is well positioned to assist local and federal government officials in adopting environmentally sound management plans. It is also a key technical information and training center in the promotion of GIS applications for economic development and environmental protection, spatial data modeling, ecological mapping, and data integration for environmental applications. SIGPY's primary responsibilities include adopting standards for data development, coordinating the construction base map data, identifying future development priorities, and distributing geospatial information via the Internet.

UNIVERSITY OF SCRANTON/UNIVERSIDAD
IBEROAMERICANA

Award Date: 2002

Award Amount: \$299,067

Proposed Cost Share: \$299,420

Other Partners: Desarrollo de la Comunidad, A.C.;
Hospital de Perinatología; Fundación
Pro Niños de la Calle; Hospital Velez;
Hospital de Tacubaya; Leahy Community
Health Center

This partnership aims to improve access to quality culturally sensitive mental health services for the majority of the Mexican population by developing a collaborative master's/dual degree program in community counseling. The program develops professional competence in counseling for faculty, human services professionals and counselors-in-training through exchanges and cross training. It will also increase the technological capability of Universidad Iberoamericana by establishing a computer lab and installing web-based instructional resources. The partners are designing collaborative community intervention programs, and they plan to launch a new Latin American counseling journal. They are developing a Latin American Counseling Symposium for mental health providers and counseling professionals. By having the first accredited counseling program in Mexico, Universidad Iberoamericana is expected to assume a cutting-edge position in globalizing the counseling profession.

UNIVERSITY OF TEXAS AT AUSTIN/BENEMÉRITA
UNIVERSIDAD AUTÓNOMA DE PUEBLA

Award Date: 2002

Award Amount: \$212,162

Proposed Cost Share: \$500,600

Other Partners: Colegio Mexiquense; Instituto
Tecnológico de Estudios Superiores de
Monterrey–Ciudad de México; Universidad
de las Américas Puebla

This partnership endeavors to improve civil society in Mexico and the United States

by building collaboration between the participating institutions and philanthropists in both countries. The partners engage in activities that (1) build institutional capacity to train faculty on issues related to philanthropy, nonprofit management, civil society, and volunteerism; (2) contribute to curriculum development in the above fields; (3) promote student exchanges between the partner universities; (4) support collaborative research on issues related to civil society organization, philanthropy, and volunteerism; and (5) build institutional capacity for community outreach by publishing research, holding conferences, and creating networks between universities and local civil society organizations.

UNIVERSITY OF TEXAS–AUSTIN/INSTITUTO
TECNOLÓGICO Y DE ESTUDIOS SUPERIORES DE
MONTERREY

Award Date: 2001

Award Amount: \$259,189

Proposed Cost Share: \$65,219

Other Partners: President of the Superior State
Court; Judicial Advisory Board; Judicial
Training Institute of Nuevo León

The partnership between the University of Texas–Austin (UTA) and the Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM) seeks to provide judicial training and promote judicial professionalism at the state court level in Mexico and to increase the capacity of the constitutionally created Judicial Training Institutes to contribute to Mexico's development. In June 2003, the partners conducted a train-the-trainers seminar in Monterrey for judicial education instructors from the host state of Nuevo León and the neighboring states of Coahuila and Tamaulipas, selected by the Judicial Training Institutes. Targeting needs common to these three states, the partners are developing four pilot judicial training modules in mediation, stress and time management and effective listening, ethics, and the use of new

technologies in the judiciary. The module topics were defined and are being further refined with the support of the president of the Superior State Court, the Judicial Advisory Board, the Judicial Training Institute in Nuevo León, and other key members of the Mexican judiciary. UTA's School of Law recently granted a democracy fellowship to a J.D. student to serve as a partnership project intern for 12 weeks at ITESM during the summer.

UNIVERSITY OF TEXAS–SAN ANTONIO/UNIVERSIDAD AUTÓNOMA DE GUADALAJARA

Award Date: 2002

Award Amount: \$198,663 of anticipated
\$297,971 total

Proposed Cost Share: \$175,072 of anticipated
\$242,280 total

Other Partners: South-West Texas Border Small Business Center at University of Texas–San Antonio (UTSA); City of Guadalajara Department of Economic Development; City of San Antonio International Affairs Department; Casa San Antonio in Guadalajara; U.S. Small Business Administration; Association of Small Business Development Centers (ASBDC); Asociación Mexicana de Educación Continua; Confederación Patronal de la República Mexicana (COPARMEX); Latin Business Association; Secretaría de Economía; Nacional Financiera

The partnership aims to create a sustainable small business assistance infrastructure in Mexico and to develop a core of qualified small business development practitioners. It also aims to improve the scope and quality of education services offered by Mexican universities. The goal of the partnership between the University of Texas–San Antonio (UTSA) and the Universidad Autónoma de Guadalajara (UAG) is to replicate in Mexico the very successful U.S. model of small business development centers in order to give existing small

businesses and start-ups the knowledge and expertise necessary to compete in the marketplace in Mexico. Partners provide managerial and technical assistance to small- and micro-business sectors in Mexico by (1) conducting outreach to historically underserved segments of the society—women-owned ventures and minority and economically disadvantaged entrepreneurs—and (2) establishing a “circuit riding” schedule with partner organizations to provide convenient small business assistant services for all parts of metro Guadalajara.

UNIVERSITY OF WISCONSIN–MADISON/INSTITUTO TECNOLÓGICO Y DE ESTUDIOS SUPERIORES DE MONTERREY–CAMPUS QUERÉTARO

Award Date: 2002

Award Amount: \$190,712 of anticipated
\$299,995 total

Proposed Cost Share: \$388,748 of anticipated
\$602,649 total

Other Partners: Professional Dairy Producers of Wisconsin; State of Wisconsin Department of Agriculture, Trade, and Consumer Protection; University of Wisconsin Cooperative Extension; Babcock Institute for International Dairy Research and Development; ALPURA; Consejo Nacional de Ciencia y Tecnología

Through the participation of students and faculty from both institutions, the University of Wisconsin–Madison and the Instituto Tecnológico y de Estudios Superiores de Monterrey–Campus Querétaro are collaborating to develop a master’s-level training program for dairy specialists. By establishing a Center for Excellence in Dairy Training to increase milk production, quality, and productivity in Central Mexico, the partners expect to raise the incomes of small farmers, improve the nutritional status of at-risk children, and increase trade in dairy products between the United States and Mexico.

UNIVERSITY OF WISCONSIN–MADISON/UNIVERSIDAD DE GUADALAJARA

Award Date: 2001

Award Amount: \$97,093

Proposed Cost Share: \$204,568

Other Funds Leveraged: \$582,000

Other Partners: Trout Unlimited; eight municipal presidents (mayors) from the Ayuquila River watershed

The partnership between the University of Wisconsin–Madison (UWM) and the Universidad de Guadalajara Centro Universitario de la Costa Sur (CUCSUR) seeks to develop a replicable model for community-based watershed management that is both ecologically sound and politically sustainable. Among other significant accomplishments, the partners (1) established an Intermunicipal Committee for the Integrated Management of the Lower Ayuquila Watershed, with a special fiduciary fund to ensure prompt and flexible funding for watershed management activities; (2) continued their monthly monitoring of the Ayuquila River’s water quality, sharing results with the Biosphere Reserve Sierra de Manantlán Directorate and the Ayuquila Watershed Commission; (3) conducted a study of the potential use of residual water from a sugar mill for irrigation, which would ultimately result in zero discharge into the Ayuquila River; (4) collected and analyzed data on water use and accompanying financial variables; (5) held several meetings with local and national officials on legal, institutional, and financial matters related to water use in the watershed; and (6) incorporated the intermunicipal initiative into the wider Sierra de Amula Region agenda for development. In the coming months, the partners will conduct workshops on solid waste recycling and water quality, exchange faculty, and present collaboration results at various forums.

WESTERN ILLINOIS UNIVERSITY/UNIVERSIDAD AUTÓNOMA DE QUERÉTARO, CENTRO UNIVERSITARIO

Award Date: 2002

Award Amount: \$167,400 of anticipated \$247,860 total

Proposed Cost Share: \$161,449 of anticipated \$249,775 total

Other Partners: Nacional Financiera SNC; Banco de Comercio Exterior; U.S. Mexican/American Chamber of Commerce; John Deere, Inc.; Caterpillar, Inc.; Small Business Development Center of Western Illinois; Rotary International

The Western Illinois University and the Universidad Autónoma de Querétaro, Centro Universitario partnership is developing a Center for International Business Education and Economic Development that will become a catalyst for economic growth and vitality in Central Mexico. Through seminars and workshops, it is also helping develop the capacity of micro- and small businesses. In addition, the partnership provides exchange and internship opportunities for students and faculty, and enhances export and import possibilities between Central Mexico and the Midwest region of the United States.

NICARAGUA

UNIVERSITY OF CALIFORNIA, DAVIS/UNIVERSIDAD NACIONAL AGRARIA

Award Date: 1999

Award Amount: \$97,800

Proposed Cost Share: \$74,400

The University of California, Davis (UCD) and the Universidad Nacional Agraria (UNA) are partnered to enhance postharvest agriculture programs at educational institutions in Nicaragua. Four Nicaraguan students have completed the nine-month postgraduate certificate program in postharvest biology and technology at UCD, and nine attended an intensive postharvest technology short course,

also at UCD. Other significant accomplishments include developing a Spanish-language UCD postharvest technology web page and forming a Postharvest Team at UNA, which consists primarily of national postharvest experts. Among other activities, this team will lead efforts to systematically improve postharvest technology in Nicaragua, develop a Nicaragua-based postharvest web site, arrange for faculty exchanges, and pursue additional funding opportunities. The Foundation for Agricultural Development in Nicaragua (FUNICA) has unexpectedly become involved in the partnership. As a funding agency that manages World Bank funds, FUNICA has expressed great interest in furthering collaboration between UCD, UNA, and the Instituto Nicaragüense de Investigación Agropecuaria.

UNIVERSITY OF FLORIDA/MINISTERIO AGROPECUARIO Y FORESTAL

Award Date: 1998 (completed October 2001)

Award Amount: \$199,996

Final Cost Share: \$138,602

Other Partners: Asociación Nicaragüense de Productores y Exportadores de Productos No-Tradicionales; U.S. Department of Agriculture; Chemonics; Universidad Centroamericana; National Oceanic and Atmospheric Administration

The aim of the University of Florida and the Ministerio Agropecuario y Forestal of Nicaragua was to improve sustainable agricultural practices for small farmers in Nicaragua and improve agricultural information networks. In response to the many diverse critical needs of Nicaragua's agricultural community following Hurricane Mitch, the partners delivered numerous short courses and workshops on various topics, including soil fertility, adaptability analysis, sanitation control, biotechnology, coffee nutrition, vegetable crop production, extension agent training, marketing, avian influenza, agricultural crop pathogens, human pathogens, plant virology,

irrigation, postharvest technology, and bovine genetic research. The partnership was also well positioned to respond rapidly to an outbreak of avian influenza and rat and vampire bat infestations following the hurricane, when the partners rapidly dispatched experts to the affected areas to teach pest control methods. During the last phase of the project, the partners focused on (1) providing hands-on training in sanitary control processes for small shrimp producers, and (2) providing basic biotechnology research training for two Nicaraguan students from the Universidad de Centroamerica. The various partnership-led training sessions drew attendees from 126 institutions and agencies throughout Nicaragua. Overall, the partnership trained 84 Nicaraguan women and 554 Nicaraguan men and leveraged \$11,696 in additional support.

UNIVERSITY OF WISCONSIN—RIVER FALLS/ UNIVERSIDAD NACIONAL AGRARIA

Award Date: 2003

Award Amount: \$103,377

Proposed Cost Share: \$49,037

Other Partners: Wisconsin/Nicaragua Partners of the Americas

The partnership between the University of Wisconsin-River Falls (UWRF) and the Universidad Nacional Agraria (UNA) seeks to augment the agriculture and pedagogical knowledge of UNA faculty by establishing mentoring relationships with UWRF faculty. Bolstering the institutional capacity of UNA, the only public agricultural university in Nicaragua, promises to have a significant positive impact on the country's predominantly agriculture-based economy. A secondary goal of the partnership is to improve the English skills of the participating UNA faculty members, as the vast majority of technical and scientific work in agriculture is published in English. Among other activities, six UNA faculty members will visit UWRF for four- to

ten-week periods to learn more about forage, forage management, and intensive rotational grazing; agricultural marketing; agricultural financial management; animal nutrition; and soil and water conservation. Additionally, four UWRF faculty mentors and the grants administrator will visit Nicaragua for two to three weeks, helping the UNA faculty incorporate new materials and teaching techniques into their curriculum; and one UNA administrator will shadow the UWRF director of grants and research for four weeks to improve her grant-writing skills.

PERU

IOWA STATE UNIVERSITY/UNIVERSIDAD NACIONAL AGRARIA “LA MOLINA”

Award Date: 2001

Award Amount: \$99,948

Proposed Cost Share: \$26,339

Other Partners: Grupo Yanapai (Peru); Practical Farmers of Iowa

The partnership between Iowa State University (ISU) and the Universidad Nacional Agraria “La Molina” (UNALM) seeks to strengthen institutional capacity in sustainable agriculture and the building of sustainable rural communities in Peru. Faculty and student exchanges and other joint efforts are centered on a new master’s program in agricultural innovation and development at UNALM and a new master’s and Ph.D. program in sustainable agriculture at ISU. Among other accomplishments, the partners have (1) begun a master’s program in agrarian

innovation for rural development and created the Institute for Sustainable Smallholder Production, both at UNALM; (2) jointly taught a course on leadership and rural social organization; (3) exchanged three UNALM faculty; and (4) organized a hands-on learning tour within Peru for 21 Peruvian farmers, one representative from a Peruvian nongovernmental organization, two UNALM faculty, one farmer from Iowa, one ISU extension agronomist, and two indigenous farmers from Ecuador.

THE JOHNS HOPKINS BLOOMBERG SCHOOL OF PUBLIC HEALTH/UNIVERSIDAD PERUANA CAYETANO HEREDIA

Award Date: 2001

Award Amount: \$99,998

Proposed Cost Share: \$90,001

The partnership between the Johns Hopkins Bloomberg School of Public Health (JHBSPH) and the Universidad Peruana Cayetano Heredia’s Facultad de Salud Pública y Administración (UPCH-FASPA) aims to increase Peruvian health professional capacity in HIV/AIDS prevention and control through training in new biostatistical and epidemiological methods. The partners have successfully pilot-tested a new introductory biostatistics course at UPCH-FASPA, which enrolled 23 students, including five from the Ministry of Health (MOH), and they expect to start an intermediate biostatistics course shortly. In collaboration with the MOH’s General Office of Epidemiology (GOE), UPCH-FASPA (1) developed the curriculum for an MOH-specific, four-course certificate training program in applied biostatistics; (2) researched more cost-effective statistical software; and (3) launched a journal club to expand the discussion of epidemiological methods to other forums. The partners expect that the technology and methods made available to GOE will soon become available to all 34 regional epidemiology units in Peru. Recently, the partners team-taught a research methods



course; sponsored the annual meeting of the International Association of Dental Research; held a conference on informatics in research; co-organized a workshop of the Peruvian Association of Women's Mental Health; gave a presentation on data analysis and informatics; and organized a seminar on statistical software.

ORGANIZATION FOR TROPICAL STUDIES/
UNIVERSIDAD NACIONAL DE LA AMAZONÍA
PERUANA/AMAZON CENTER FOR ENVIRONMENTAL
EDUCATION AND RESEARCH

Award Date: 1998 (completed August 2001)

Award Amount: \$100,000

Proposed Cost Share: \$439,146 (awaiting
final figures)

Other Partners: Explorama Tours; Universidad de
San Antonio de Abad del Cusco

The Organization for Tropical Studies (OTS), Universidad Nacional de la Amazonía Peruana (UNAP), and the Amazon Center for Environmental Education and Research collaborated to help develop the Amazon region's scientific infrastructure protect endangered biodiversity and natural resources. The partners received 263 applications for the intensive four-week field course on the ecology of Amazonian ecosystems, offered during the past three summers. They selected 66 individuals (37 female, 29 male) who were graduate students and natural resource managers representing 12 Latin American countries. Thirty-nine students participated in one-week practical training courses in geographical information systems (GIS), and 43 students earned postcourse research fellowships to conduct further projects in their home countries. In a follow-up survey of the 1999 and 2000 alumni, more than 70 percent reported that their experience helped them gain admittance to graduate programs, receive fellowships, or obtain employment. As a result of this collaboration, UNAP and the Universidad de San Antonio de Abad del Cusco were admitted

into the OTS consortium of universities and research institutions. The partners have revised their cooperative agreement to extend their collaboration beyond the initial three-year ALO funding period, during which time they will evaluate the results of their joint efforts, continue to offer the well-established Amazonian ecosystems course, and develop a new agroecosystems course.

TEXAS A&M UNIVERSITY/UNIVERSIDAD NACIONAL
AGRARIA "LA MOLINA"

Award Date: 2002

Award Amount: \$100,000

Proposed Cost Share: \$301,270

Other Partners: International Potato Center;
various nongovernmental organizations in
the rural communities of La Libertad,
Aymara, and Mariscal Castilla

The partnership between the Texas A&M University System's Texas Agricultural Experiment Station (TAES) and the Universidad Nacional Agraria "La Molina" (UNALM) seeks to improve the income of small-scale producers in the Central Peruvian highlands through the production, processing, and marketing of Andean root and tuber crops (ARTC). At the same time, to conserve natural resources and biodiversity, TAES and UNALM expect to introduce appropriate and sustainable practices for the production of ARTCs in the three targeted rural communities of La Libertad, Aymara, and Mariscal Castilla. The partners have (1) screened selected ARTC varieties for phytochemical content in collaboration with the International Potato Center (CIP); (2) designed and initiated marketing studies on the viability of the selected crops at the local, national, regional, and international levels; (3) given a presentation about partnership goals and activities at CIP; and (4) established a research and extension team at UNALM comprised of undergraduates, many of whom come from underserved populations.

The partners hold weekly desktop video-conferences. Partners are continuing the marketing study and have begun their processing and postharvest studies of the ARTCs.

UNIVERSITY OF DELAWARE/PONTIFICIA UNIVERSIDAD CATÓLICA DEL PERÚ

Award Date: 2002

Award Amount: \$99,998

Proposed Cost Share: \$91,317

The University of Delaware (UD) and the Pontificia Universidad Católica del Perú (PUCP) are partnered to teach problem-based learning (PBL) in science and mathematics courses for future public school teachers in Peru. By the end of the ALO funding period, the partners expect, among other outcomes, that (1) 100 PUCP science professors (chemistry, physics, and math) will be trained to design and implement PBL courses in their respective disciplines; (2) 100 public school teachers will be trained to design and instruct their subjects in a PBL format; and (3) 40 chemistry, physics, and math courses will be converted into the PBL format at two public universities (the Universidad Nacional Mayor de San Marcos and the Universidad Nacional de Educación Enrique Guzmán y Valle) and two public pedagogical institutes (the Instituto Pedagógico Nacional de Monterrico and the Instituto Paulo Freire de Comas).

UNIVERSITY OF WISCONSIN—MADISON/UNIVERSIDAD NACIONAL DEL ALTIPLANO

Award Date: 2001

Award Amount: \$99,958

Proposed Cost Share: \$81,559

Other Partners: BOMED, Inc.; Centro de

Investigación de Recursos Naturales y Medio Ambiente; Instituto Nacional de Investigación Agraria; Universidad de la Frontera (Chile); Ministry of Agriculture; Universidad de San Marcos

The University of Wisconsin–Madison (UWM) and the Universidad Nacional del Altiplano (UNA) are partnering to create a high altitude-adapted milking cow for the impoverished Altiplano region of Peru. This adapted cow can be created by crossbreeding yaks with cows. If the resulting hybrid animals prove to be viable milk-producers, the partners expect to see more jobs in the rural Altiplano area. Embryo technologies, including *in vitro* embryo production and transfer, can greatly improve the efficiency of crossbred animal production. Without these technologies, efficiency is remarkably low, as parental milking cow breeds are difficult to maintain at high altitudes. As the Peruvian Ministry of Agriculture currently does not have a protocol in place that allows importation of *in vitro*-produced embryos, UWM and UNA are working closely with government officials to establish an appropriate set of regulations. In light of the unforeseen delay this has caused, the emphasis of primary activities has shifted from immediate embryo importation to education and training of veterinary staff in embryo production and transfer techniques. Establishing skills and a knowledge base now lays the groundwork for eventual success in the partnership's initial goal to produce an adapted crossbred milking cow.

REGIONAL

NATIONAL ASSOCIATION OF SCHOOLS OF PUBLIC AFFAIRS AND ADMINISTRATION/LATIN AMERICAN UNIVERSITIES IN 12 COUNTRIES

Award Date: 1999

Award Amount: \$100,000

Proposed Cost Share: \$101,366

This partnership is creating a self-sustaining network of colleges and universities in the United States and Latin America—through both North-South and South-South collaborations—to strengthen public administration education as a means of improving public management, which, in turn, ensures more transparent and accountable government institutions. During a February 2003 meeting in Brazil, the representatives of 27 higher education institutions adopted the bylaws for the Inter-American Network for Public Administration Education (INPAE), the crucial first step toward institutionalizing INPAE as a formal entity. Also in Brazil, the National Association of Schools of Public Affairs and

Administration (NASPAA) and the Brazilian School of Public and Business Administration (EBAPE) of the Getulio Vargas Foundation (FGV) organized a workshop on program and policy evaluation for 134 higher education representatives. The United Nations Division for Public Administration and Development Management, EBAPE-FGV, and the International Association of Schools and Institutes of Administration organized a conference on improving the quality of public administration education and training. The partners also disseminated the INPAE textbook, *Gerenciando las Relaciones Intergubernamentales: Experiencias en América Latina*, to INPAE members, NASPAA members, and numerous U.S. and Latin American colleges and universities. In 2000, NASPAA received \$200,000 from the Flora and William Hewlett Foundation in support of INPAE activities.

CONCLUSION:

Partnerships for Long-Term Global Development

Along with other international education objectives, partnerships for development have taken on new importance. In the initial phase, each higher education partnership contributes valuable expertise and resources to address development issues. As the partnership continues to grow and more partners engage in the development of a country or a region, larger, more enduring changes are set in motion in all of the participating countries, including the United States.

Global prosperity and mutual understanding as paths to global peace are not new ideas. However, they deserve new attention as the higher education community, in both the United States and other countries, examines how it can contribute to international development. Higher education partnerships for global development can and should be a cornerstone of a renewed effort in productive engagement among all nations.

The evolution of a partnership into a kind of “learning community” is the basis for achieving the long-term sustainability envisioned by ALO’s Institutional Partnership program. Several key qualities must exist in an ideal learning community:

- Partnership activities that address a jointly defined development challenge.
- Participation by key decision makers in the partner country who are committed to the goals of the partnership.
- Equal participation by partners in all program activities.
- Professional training to create self-sustaining and fully trained professionals to carry on the work of educating the successor generation.
- Institutional strengthening through new infrastructure development—for example, creating new departments or new curricula, using new technologies, and joint course programming.
- Creating linkages that extend beyond the principal partners into the public and private sectors, to nongovernmental organizations (NGOs), consortia, community-based organizations, and other stakeholders.

Designing and growing these partnerships so that they become a lasting means of increasing institutional capacity to contribute to development presents a challenge. Sustainable growth is important not just for individual partnerships, but also collectively, so that real change is effected in all the participating countries. The strongest partnerships do not lock participating institutions into a contract for a single purpose, but instead foster relationships that tap the collective skills, knowledge, and resources of all partners and stakeholders in order to address new challenges.

APPENDIX I

Partnerships by Subject and Special Designation

AGRICULTURE/AGRIBUSINESS/ANIMAL SCIENCE

Clemson University/Universitas Sam Ratulangi (Indonesia)
Cornell University/Purdue University/Pan American School of Agriculture “Zamorano”
(Honduras)
Iowa State University/Universidad Nacional Agraria “La Molina”(Peru)
Langston University/Alemaya University (Ethiopia)
Langston University/Debub University, Awassa College of Agriculture (Ethiopia)
Lincoln University of Missouri/University of Malawi (Malawi)
Michigan State University/National University of Rwanda (Rwanda)
Michigan State University/University of Mali: Institut Polytechnique Rural et de Recherche
Appliquée (Mali)
Mississippi State University/University of Dar es Salaam (Tanzania)
Montana State University/University of Zagreb/Osijek University (Croatia)
The Ohio State University/Colegio de Postgraduados en Ciencias Agrícolas (Mexico)
The Ohio State University/Makerere University (Uganda)
The Ohio State University/Sokoine University of Agriculture (Tanzania)
Texas A&M University/Consortio Técnico del Noreste de México (Mexico, 2001)
Texas A&M University/Consortio Técnico del Noreste de México (Mexico, 2002)
Texas A&M University/Universidad Autónoma de Nuevo León (Mexico)
Texas A&M University/Universidad Nacional Agraria (Peru)
The Pennsylvania State University/University of Namibia (Namibia)
Tufts University School of Medicine/University of Nairobi/Kenya Methodist University/Kenya
Wildlife Service Training Institute (Kenya)
Tufts University School of Veterinary Medicine/Tribhuvan University Institute of Agriculture and
Animal Science (Nepal)
University of Arizona/Universidad Autónoma Chapingo (Mexico-TIES)
University of California, Davis/Universidad Nacional Agraria de Nicaragua (Nicaragua)
University of Delaware/Obafemi Awolowo University (Nigeria)
University of Florida/Nicaragua Ministry of Agriculture/National Agriculture Research Institute
(Nicaragua)
University of Illinois, Urbana-Champaign/Universidad Autónoma de Querétaro (Mexico-TIES)
University of Wisconsin-Madison/Instituto Tecnológico y de Estudios Superiores
de Monterrey-Querétaro (Mexico-TIES)
University of Wisconsin-Madison/Universidad Nacional del Altiplano (Peru)
University of Wisconsin-River Falls/Universidad Nacional Agraria (Nicaragua)
Virginia State University/University of Asmara/Ministry of Agriculture (Eritrea)
Walla Walla Community College/Al-Azhar University (Egypt)

COMMUNITY DEVELOPMENT

California State University, Fullerton/Pannasastra University of Cambodia (Cambodia)
Cornell University/Bahir Dar University (Ethiopia)
Florida Agricultural and Mechanical University/Universidad Iberoamericana (Mexico)
Michigan State University/Eastern Seaboard Association of Tertiary Institutions (South Africa)
Ohio University/University of Maiduguri (Nigeria)
Tuskegee University/University of Fort Hare (South Africa)
University of Georgia/Universidad Veracruzana (Mexico)
University of Illinois at Chicago/Addis Ababa University (Ethiopia)
University of Scranton/Universidad Iberoamericana (Mexico-TIES)

DEMOCRACY AND GOVERNANCE/PUBLIC POLICY/LAW/JOURNALISM AND THE MEDIA

American University/Los Andes University (Columbia)
Cornell University/Bahir Dar University (Ethiopia)
Florida Agricultural and Mechanical University/University of Zululand (South Africa)
Georgia State University/An-Najah National University (West Bank/Gaza)
Indiana University/Universidad Nacional Autónoma de México (Mexico-TIES)
Kansas State University/Gorno-Altaisk State University (Russia)
Mississippi Consortium for International Development/Agostinho Neto University (Angola)
National Association of Schools of Public Affairs and Administration/Numerous institutions in
 12 Latin American countries
Ohio University/State Islamic University Syarif Hidayatullah (Indonesia)
San Diego State University/Universidad Autónoma de Baja California (Mexico-TIES)
Southern Illinois University/Independent University of Bangladesh (Bangladesh)
Suffolk University/University of Cape Coast (Ghana)
Tiffin University/University of Bucharest (Romania)
University of Alabama/Mekelle University (Ethiopia)
University of Delaware/Institute of Local Government Studies (Ghana)
University of Georgia/Birzeit University/Al-Azhar University of Gaza/An-Najah National
 University/Al-Quds University (West Bank/Gaza)
University of Georgia/Unity University College (Ethiopia)
University of Illinois, Urbana-Champaign/Institute of Technology, Bandung (Indonesia)
University of Massachusetts, Boston/Université Gaston Berger de Saint Louis (Senegal)
University of Texas at Austin/Benemerita Universidad Autónoma de Puebla (Mexico-TIES)
University of Texas at Austin/Instituto Tecnológico y de Estudios Superiores
 de Monterrey (Mexico)
University of Wisconsin-Madison/Universidad de Guadalajara (Mexico)
Washington University/Tribhuvan University (Nepal)

ECONOMIC GROWTH AND TRADE

Cleveland State University/Copperbelt University (Zambia)
Columbus State Community College/Dar es Salaam Institute of Technology (Tanzania)
Community Colleges of Colorado/National Confederation of Industry (Brazil)
Cornell University/Purdue University/Pan American School of Agriculture
“Zamorano” (Honduras)
Daytona Beach Community College/Universidad Regiomontana (Mexico)
Florida Agricultural and Mechanical University/Universidad Iberoamericana (Mexico)
Furman University/University of the West Indies (Jamaica)
Georgia State University/Alexandria Institute of Technology (Egypt)
Highline Community College/Cape Technikon (South Africa)
Highline Community College/National Access Consortium Western Cape (South Africa)
Highline Community College/Polytechnic of Namibia (Namibia)
Kapi’olani Community College/Ceylon Hotel School Graduates Association (Sri Lanka)
Langston University/Alemaya University (Ethiopia)
Langston University/Debu University, Awassa College of Agriculture (Ethiopia)
Maricopa Community College District/Universidad Veracruzana (Mexico)
Middlesex Community College/Addis Ababa Commercial College (Ethiopia)
Montana State University/University of Zagreb/Osijek University (Croatia)
The Ohio State University/Colegio de Postgraduados en Ciencias Agrícolas (Mexico)
The Ohio State University/Makerere University (Uganda)
The Ohio State University/Sokoine University of Agriculture (Tanzania)
Prince George’s Community College/Vista University (South Africa)
Riverside Community College District/University of Asmara (Eritrea)
San Diego Community College District/Centros de Capacitación Tecnológica Industrial (Mexico)
Southern New Hampshire University/The Open University of Tanzania (Tanzania)
Southern New Hampshire University/University of the North (South Africa)
Springfield Technical Community College/Althone Technical College (South Africa)
Tennessee State University/L’viv Institute of Management (Ukraine)
Texas A&M University/Consortio Técnico del Noreste de México (Mexico, 2001)
Texas Christian University/Universidad de las Américas (Mexico-TIES)
Texas Southern University/Eastern Cape Technikon (South Africa)
University of Arkansas/Yarmouk University (Jordan)
University of Delaware/Obafemi Awolowo University (Nigeria)
University of Georgia/University of Zagreb (Croatia)
University of Maryland Eastern Shore/University of Cape Coast/Central Regional Development
Commission (Ghana)
University of Massachusetts, Boston/Université Gaston Berger de Saint Louis (Senegal)
University of Texas at San Antonio/Universidad Autónoma de Guadalajara (Mexico-TIES)
University of Wisconsin-Madison/Instituto Tecnológico y de Estudios Superiores
de Monterrey-Querétaro (Mexico-TIES)
University of Wyoming/Saratov State Socio-Economics University (Russia)
Western Illinois University/Universidad Autónoma de Querétaro (Mexico-TIES)

EDUCATION

BASIC EDUCATION

Edinboro University of Pennsylvania/University of the Free State (South Africa, 1999)
Edinboro University of Pennsylvania/University of the Free State (South Africa, 2002)
Metropolitan Community College/Universidad Centroamericana “José Simeón Cañas” (El Salvador)
Ohio University/State Islamic University Syarif Hidayatullah (Indonesia)
Ohio University/University of Maiduguri (Nigeria)
Pacific Lutheran University/University of Namibia (Namibia)
University of South Florida/University of Cape Coast (Ghana)
University System of Georgia/University of Cape Coast (Ghana)
Virginia Polytechnic Institute and State University/Malawi Institute of Education/University of Malawi, Domasi College of Education (Malawi)
Virginia Polytechnic Institute and State University/University of Malawi, Domasi College of Education (Malawi)

SECONDARY AND HIGHER EDUCATION

Bronx Community College/Umgungundlovu Further Education and Training Institute (South Africa)
Bronx Community College/University of Natal-Pietermaritzburg (South Africa)
Eastern Iowa Community College District/Vasavi College of Engineering (India)
Florida State University/Potchefstroom University (South Africa)
Highline Community College/Cape Technikon (South Africa)
Highline Community College/Polytechnic of Namibia (Namibia)
Howard University/University of the Western Cape (South Africa, 1999)
Indiana State University/University of Hassan II-Mohammedia (Morocco)
Indiana University/Indiana Consortium for International Programs/South East European University (Macedonia)
Kansas State University/Gorno-Altaisk State University (Russia)
Northern Arizona University/Universidad de Sonora (Mexico-TIES)
Ohio University/State Islamic University Syarif Hidayatullah (Indonesia)
The Pennsylvania State University/University of Durban, Westville (South Africa)
Prince George’s Community College/Vista University (South Africa)
Prince George’s Community College/National University of Rwanda (Rwanda)
Purdue University/Kabul University (Afghanistan)
Red Rocks Community College/Tribhuvan University (Nepal)
San Diego State University/Universidad Autónoma de Baja California (Mexico-TIES)
Southern Oregon University/Universidad de Guanajato (Mexico-TIES)
Spelman College/Durban Institute of Technology (South Africa)
Spelman College/Mangosuthu Technikon (South Africa)
State University of New York, Cortland/University of Nairobi (Kenya)
Texas Christian University/Universidad de las Américas (Mexico-TIES)
Tufts University School of Medicine/University of Nairobi/Kenya Methodist University/Kenya Wildlife Service Training Institute (Kenya)
University of Arizona/Universidad Autónoma Chapingo (Mexico-TIES)

University of Connecticut/Universidad Autónoma de Baja California (Mexico-TIES)
University of Delaware/Pontificia Universidad Católica del Perú (Peru)
University of Georgia/Universidad Veracruzana (Mexico)
University of Illinois at Chicago/Addis Ababa University (Ethiopia)
University of Iowa/Nigerian National Universities Commission (Nigeria)
University of Massachusetts, Amherst/Afghan University for Education (Afghanistan)
University of Pittsburgh/Moi University (Kenya)
University of Scranton/Universidad Iberoamericana (Mexico-TIES)
Virginia Polytechnic Institute and State University/Dhaka University (Bangladesh)
Washington State University/University of Witwatersrand (South Africa)
Western Illinois University/Universidad Mayor de San Andrés (Bolivia)
Worcester Polytechnic Institute/Polytechnic of Namibia (Namibia)

ENVIRONMENT/NATURAL RESOURCES MANAGEMENT

American Museum of Natural History, Center for Biodiversity and Conservation/Universidad Mayor de San Andrés/Universidad Católica Boliviana/Universidad Autónoma Gabriel René Moreno (Bolivia)
Calvin College/Birzeit University (West Bank/Gaza)
Cornell University/Bahir Dar University (Ethiopia)
Cornell University/Leyte State University (Philippines)
Cornell University/Purdue University/Pan American School of Agriculture “Zamorano” (Honduras)
Organization for Tropical Studies/Universidad Nacional de la Amazonía Peruana/Amazon Center for Environmental Education and Research (Peru)
Haskell Indian Nations University/Gorno-Altaisk State University (Russia)
Indiana University/Kathmandu University (Nepal)
Indiana University/Universidad Nacional Autónoma de México (Mexico-TIES)
Kansas State University/Gorno-Altaisk State University (Russia)
Kent State University, Trumbull Campus/Tashkent State University (Uzbekistan)
Kirkwood Community College/Universidad Tecnológica de Fidel Velázquez (Mexico)
Michigan State University/Institute of Forestry, Tribhuvan University (Nepal)
Michigan Technological University/Universidad de Sonora (Mexico-TIES)
Middle Tennessee State University/University of Durban, Westville (South Africa)
Mississippi State University/University of Dar es Salaam (Tanzania)
Montana State University/Universidad Autónoma de Baja California (Mexico)
Northern Arizona University/Universidad de Sonora (Mexico-TIES)
Oregon State University/Debu University (Ethiopia)
Oregon State University/University of Botswana (Botswana)
Oregon State University/University of Fort Hare/Fort Cox College of Agriculture and Forestry/University of Natal-Pietermaritzburg (South Africa)
Paradise Valley Community College/Universidad Tecnológica de Tabasco (Mexico)
Purdue University/Islamic University of Gaza (West Bank/Gaza)
Purdue University/Cantho University/Nong Lam University (Vietnam)
Purdue University/University of Maryland/Novgorod State University (Russia)
State University of New York, Albany/Makerere University (Uganda)
State University of New York, Cortland/University of Nairobi (Kenya)

State University of New York, Morrisville/Universidad Tecnológica de Tula-Tepeji (Mexico)
Texas A&M University, Corpus Christi/Lamar University/Instituto Tecnológico
de Saltillo (Mexico-TIES)
University of California, Davis/Samarkand State University (Kazakhstan, Turkmenistan,
Uzbekistan)
University of Colorado-Boulder/Tribhuvan University (Nepal)
University of Connecticut/Universidad Autónoma de Baja California (Mexico-TIES)
University of Delaware/University of the West Indies (Jamaica)
University of Maryland Eastern Shore/Palestine Polytechnic Institute/Al-Azhar
University of Gaza/The Islamic University of Gaza (West Bank/Gaza)
University of New Mexico/Pan American School of Agriculture “Zamorano” (Honduras)
University of New Mexico/Universidad de Quintana Roo (Mexico-TIES)
University of Oklahoma/Bethlehem University (West Bank/Gaza)
University of Pittsburgh/Moi University (Kenya)
University of Rhode Island/Universidad de Quintana Roo (Mexico)
University of South Carolina/Mapúa Institute of Technology (Philippines)
University of Washington/Chulalongkorn University/Asia Pacific Economic Cooperation
(Cambodia, Indonesia, Philippines, Thailand, Vietnam)
University of Washington/Silliman University (Philippines)
University of Washington/University of Port Elizabeth (South Africa)
University of Wisconsin-Madison/Universidad de Guadalajara (Mexico)
Washington State University/Tashkent Institute of Irrigation and Agricultural Mechanization
Engineers (Uzbekistan)
Washington State University/University of Botswana (Botswana)

HIV/AIDS

American Association for the Advancement of Science/Jomo Kenyatta University (Kenya)
Howard University/University of the Western Cape (South Africa, 2003)
Indiana University/Moi University (Kenya)
Johns Hopkins University/Universidad Peruana Cayetano Heredia (Peru)
Maricopa Community College District/Universidad Veracruzana (Mexico)
Middle Tennessee State University/University of Durban, Westville (South Africa)
The Pennsylvania State University/University of Durban, Westville (South Africa)
Tufts University School of Medicine/University of Nairobi/Kenya Methodist University/Kenya
Wildlife Service Training Institute (Kenya)
University of California, San Diego/Universidad Autónoma de Baja California (Mexico)
West Virginia University/Catholic University of Mozambique (Mozambique)

INTERNET AND COMMUNICATIONS TECHNOLOGY/DISTANCE EDUCATION

American Museum of Natural History, Center for Biodiversity and Conservation/Universidad Mayor de San Andrés/Universidad Católica Boliviana/Universidad Autónoma Gabriel René Moreno (Bolivia)

Bronx Community College/Umgungundlovu Further Education and Training Institute (South Africa)

Bronx Community College/University of Natal-Pietermaritzburg (South Africa)

Cleveland State University/Copperbelt University (Zambia)

Columbus State Community College/Dar es Salaam Institute of Technology (Tanzania)

Furman University/University of the West Indies (Jamaica)

Georgia State University/Alexandria Institute of Technology (Egypt)

Highline Community College/Cape Technikon (South Africa)

Howard University/University of Transkei (South Africa)

Indiana State University/University of Hassan II-Mohammedia (Morocco)

Indiana University/Indiana Consortium for International Programs/South East European University (Macedonia)

Kansas State University/Gorno-Altaisk State University (Russia)

Langston University/Debu University, Awassa College of Agriculture (Ethiopia)

Michigan State University/Eastern Seaboard Association of Tertiary Institutions (South Africa)

Michigan State University/University of Mali: Institut Polytechnique Rural et de Recherche Appliquée (Mali)

Mississippi Consortium for International Development/Agostinho Neto University (Angola)

Prince George's Community College/Vista University (South Africa)

Prince George's Community College/National University of Rwanda (Rwanda)

Purdue University/Kabul University (Afghanistan)

Riverside Community College District/University of Asmara (Eritrea)

Southern New Hampshire University/The Open University of Tanzania

Springfield Technical Community College/Althone Technical College (South Africa)

State University of New York, Cortland/University of Nairobi (Kenya)

Suffolk University/University of Cape Coast (Ghana)

Texas Southern University/Eastern Cape Technikon (South Africa)

Tufts University School of Medicine/University of Nairobi/Kenya Methodist University/Kenya Wildlife Service Training Institute (Kenya)

University of Delaware/Institute of Local Government Studies (Ghana)

University of Georgia/Unity University College (Ethiopia)

University of Iowa/Nigerian National Universities Commission (Nigeria)

University of Scranton/Universidad Iberoamericana (Mexico-TIES)

University of Washington/Chulalongkorn University/Asia Pacific Economic Cooperation (Cambodia, Indonesia, Philippines, Thailand, Vietnam)

University of Washington/De La Salle University (Philippines)

University of Wyoming/Saratov State Socio-Economics University (Russia)

University System of Georgia/University of Cape Coast (Ghana)

POPULATION, HEALTH, AND NUTRITION

American Association for the Advancement of Science/Jomo Kenyatta University (Kenya)
Case Western Reserve University/National University of Laos (Laos, 1999)
Case Western Reserve University/National University of Laos (Laos, 2002)
Harford Community College/Moscow Medical College #1 (Russia, 1999)
Harford Community College/Moscow Medical College #1 (Russia, 2001)
Houston Community College/University of Delhi (India)
Howard University/University of Transkei (South Africa)
Howard University/University of the Western Cape (South Africa, 2003)
Indiana University/Moi University (Kenya)
Johns Hopkins University/Al-Quds University (West Bank/Gaza)
Johns Hopkins University/Universidad Peruana Cayetano Heredia (Peru)
Lincoln University of Missouri/University of Malawi (Malawi)
Loma Linda University/Kabul Medical Institute (Afghanistan)
Maricopa Community College District/Universidad Veracruzana (Mexico)
Middle Tennessee State University/University of Durban, Westville (South Africa)
Montana State University/Universidad Autónoma de Baja California (Mexico)
Ohio University/University of Maiduguri (Nigeria)
The Pennsylvania State University/University of Durban, Westville (South Africa)
The Pennsylvania State University/University of Namibia (Namibia)
State University of New York, Albany/Makerere University (Uganda)
Tufts University School of Medicine/University of Nairobi/Kenya Methodist University/Kenya Wildlife Service Training Institute (Kenya)
University of California, San Diego/Universidad Autónoma de Baja California (Mexico)
University of Illinois, Urbana-Champaign/Universidad Autónoma de Querétaro (Mexico-TIES)
University of North Florida/Centre Universitaire Régional, Bambey (Senegal)
University of Northern Iowa/University of Cape Coast (Ghana)
West Virginia University/Catholic University of Mozambique (Mozambique)

WORKFORCE AND ENTREPRENEURIAL DEVELOPMENT

Bronx Community College/Umgungundlovu Further Education and Training Institute (South Africa)
Bronx Community College/University of Natal-Pietermaritzburg (South Africa)
Cleveland State University/Copperbelt University (Zambia)
Columbus State Community College/Dar es Salaam Institute of Technology (Tanzania)
Community Colleges of Colorado/National Confederation of Industry (Brazil)
Daytona Beach Community College/Universidad Regiomontana (Mexico)
Georgia State University/Alexandria Institute of Technology (Egypt)
Georgia State University/Caucasus School of Business (Georgia)
Harford Community College/Moscow Medical College #1 (Russia, 1999)
Harford Community College/Moscow Medical College #1 (Russia, 2001)
Highline Community College/Cape Technikon (South Africa)
Highline Community College/False Bay College (South Africa)
Highline Community College/National Access Consortium Western Cape (South Africa)
Highline Community College/Polytechnic of Namibia (Namibia)
Kansas State University/Gorno-Altaisk State University (Russia)

Kapi'olani Community College/Ceylon Hotel School Graduates Association (Sri Lanka)
 Kent State University, Trumbull Campus/Tashkent State University (Uzbekistan)
 Kirkwood Community College/Universidad Tecnológica de Fidel Velázquez (Mexico)
 Michigan Technological University/Universidad de Sonora (Mexico-TIES)
 Montana State University/University of Zagreb/Osijek University (Croatia)
 Paradise Valley Community College/Universidad Tecnológica de Tabasco (Mexico)
 Prince George's Community College/Vista University (South Africa)
 Prince George's Community College/National University of Rwanda (Rwanda)
 Riverside Community College District/University of Asmara (Eritrea)
 San Diego Community College District/Centros de Capacitación Tecnológica Industrial (Mexico)
 Southern New Hampshire University/The Open University of Tanzania (Tanzania)
 Southern New Hampshire University/University of the North (South Africa)
 Southern Oregon University/Universidad de Guanajato (Mexico-TIES)
 Springfield Technical Community College/Althone Technical College (South Africa)
 St. Louis Community College/Guyana Ministry of Education (Guyana)
 State University of New York, Morrisville/Universidad Tecnológica de Tula-Tepejí (Mexico)
 Texas A&M University, Corpus Christi/Lamar University/Instituto Tecnológico
 de Saltillo (Mexico-TIES)
 Texas Southern University/Eastern Cape Technikon (South Africa)
 Tuskegee University/University of Fort Hare (South Africa)
 University of Arizona/Universidad Autónoma Chapingo (Mexico-TIES)
 University of Delaware/Obafemi Awolowo University (Nigeria)
 University of Iowa/Nigerian National Universities Commission (Nigeria)
 University of Maryland Eastern Shore/University of Cape Coast/Central Regional Development
 Commission (Ghana)
 University of Scranton/Universidad Iberoamericana (Mexico-TIES)
 University of Washington/De La Salle University (Philippines)
 University of Wisconsin-Madison/Instituto Tecnológico y de Estudios Superiores
 de Monterrey-Querétaro (Mexico-TIES)
 University of Wyoming/Saratov State Socio-Economics University (Russia)
 Western Illinois University/Universidad Mayor de San Andrés (Bolivia)
 Western Illinois University/Universidad Autónoma de Querétaro (Mexico-TIES)

AMERICAN ASSOCIATION OF COMMUNITY COLLEGES WORKFORCE DEVELOPMENT AWARDS

Bronx Community College/University of Natal-Pietermaritzburg (South Africa)
 Community Colleges of Colorado/National Confederation of Industry (Brazil)
 Columbus State Community College/Dar es Salaam Institute of Technology (Tanzania)
 Daytona Beach Community College/Universidad Regiomontana (Mexico)
 Harford Community College/Moscow Medical College #1 (Russia, 1999)
 Highline Community College/National Access Consortium, Western Cape (South Africa)
 Kapi'olani Community College/Ceylon Hotel School Graduates Association (Sri Lanka)
 Kent State University, Trumbull Campus/Tashkent State University (Uzbekistan)
 Kirkwood Community College/Universidad Tecnológica de Fidel Velázquez (Mexico)
 Middlesex Community College/Addis Ababa Commercial College (Ethiopia)
 Paradise Valley Community College/Universidad Tecnológica de Tabasco (Mexico)
 Prince George's Community College/Vista University (South Africa)

Riverside Community College District/University of Asmara (Eritrea)
San Diego Community College District/Centros de Capacitación Tecnológica Industrial (Mexico)
Springfield Technical Community College/Althone Technical College (South Africa)
St. Louis Community College/Guyana Ministry of Education (Guyana)
State University of New York, Morrisville/Universidad Tecnológica de Tula-Tepejí (Mexico)

EDUCATION FOR DEMOCRACY AND DEVELOPMENT INITIATIVE (EDDI) PARTNERSHIPS

Edinboro University of Pennsylvania/University of the Free State (South Africa, 1999)
Edinboro University of Pennsylvania/University of the Free State (South Africa, 2002)
Florida State University/Potchefstroom University (South Africa)
Highline Community College/Polytechnic of Namibia (Namibia)
Howard University/University of the Western Cape (South Africa, 1999)
Langston University/Alemaya University (Ethiopia)
Lincoln University of Missouri/University of Malawi (Malawi)
Middle Tennessee State University/University of Durban, Westville (South Africa)
The Ohio State University/Makerere University (Uganda)
Ohio University/University of Maiduguri (Nigeria)
The Pennsylvania State University/University of Durban, Westville (South Africa)
Southern New Hampshire University/The Open University of Tanzania (Tanzania)
Spelman College/Durban Institute of Technology (South Africa)
State University of New York, Albany/Makerere University (Uganda)
State University of New York, Cortland/University of Nairobi (Kenya)
Texas Southern University/Eastern Cape Technikon (South Africa)
University of Iowa/Nigerian National Universities Commission (Nigeria)
University of Massachusetts, Boston/Université Gaston Berger de Saint Louis (Senegal)
University of North Florida/Centre Universitaire Régional, Bambey (Senegal)
University of South Florida/University of Cape Coast (Ghana)
University System of Georgia/University of Cape Coast (Ghana)
Virginia Polytechnic Institute and State University/University of Malawi, Domasi College of Education (Malawi)

EDDI SUSTAINABILITY AWARDS

Bronx Community College/University of Natal-Pietermaritzburg (South Africa)
Cleveland State University/Copperbelt University (Zambia)
Highline Community College/National Access Consortium Western Cape (South Africa)
Highline Community College/Polytechnic of Namibia (Namibia)
Langston University/Debu University, Awassa College of Agriculture (Ethiopia)
Middle Tennessee State University/University of Durban, Westville (South Africa)
Mississippi Consortium for International Development/Agostinho Neto University (Angola)
Oregon State University/University of Fort Hare/Fort Cox College of Agriculture and Forestry/University of Natal-Pietermaritzburg (South Africa)
Prince George's Community College/Vista University (South Africa)
Riverside Community College District/University of Asmara (Eritrea)

NETWORKS

Howard University/University of the Western Cape (South Africa, 1999)
Indiana University/Indiana Consortium for International Programs/South East European University (Macedonia)
Michigan State University/Eastern Seaboard Association of Tertiary Institutions (South Africa)
Mississippi Consortium for International Development/Agostinho Neto University (Angola)
National Association of Schools of Public Affairs and Administration/Numerous institutions in 12 Latin American countries
The Ohio State University/Colegio de Postgraduados en Ciencias Agrícolas (Mexico)
Organization for Tropical Studies/Universidad Nacional de la Amazonía Peruana/Amazon Center for Environmental Education and Research (Peru)
Texas A&M University/Consortio Técnico del Noreste de México (Mexico, 2001)
Texas A&M University/Consortio Técnico del Noreste de México (Mexico, 2002)
University of California, Davis/Samarkand State University (Kazakhstan, Turkmenistan, Uzbekistan)
University of Washington/Chulalongkorn University/Asia Pacific Economic Cooperation (Cambodia, Indonesia, Philippines, Thailand, Vietnam)
University System of Georgia/University of Cape Coast (Ghana)

SPECIAL INITIATIVES AND OTHER USAID MISSION FUNDING

Calvin College/Birzeit University (West Bank/Gaza)
Eastern Iowa Community College District/Vasavi College of Engineering (India)
Georgia State University/Alexandria Institute of Technology (Egypt)
Georgia State University/An-Najah National University (West Bank/Gaza)
Indiana University/Indiana Consortium for International Programs/South East European University (Macedonia)
Iowa State University/Universidad Nacional Agraria “La Molina” (Peru)
Johns Hopkins University/Al-Quds University (West Bank/Gaza)
Metropolitan Community College/Universidad Centroamericana “José Simeón Cañas” (El Salvador)
Michigan State University/National University of Rwanda (Rwanda)
Montana State University/Universidad Autónoma de Baja California (Mexico)
Purdue University/Islamic University of Gaza (West Bank/Gaza)
Texas A&M University/Consortio Técnico del Noreste de México (Mexico)
University of Alabama/Mekelle University (Ethiopia)
University of Florida/Nicaragua Ministry of Agriculture/National Agriculture Research Institute (Nicaragua)
University of Georgia/Birzeit University/Al-Azhar University of Gaza/An-Najah National University/Al-Quds University (West Bank/Gaza)
University of Georgia/Unity University College (Ethiopia)
University of Maryland Eastern Shore/Palestine Polytechnic Institute/Al-Azhar University of Gaza/The Islamic University of Gaza (West Bank/Gaza)
University of Oklahoma/Bethlehem University (West Bank/Gaza)
University of Rhode Island/Universidad de Quintana Roo (Mexico)
University of Texas at Austin/Instituto Tecnológico y de Estudios Superiores de Monterrey (Mexico)

University of Wisconsin–Madison/Universidad de Guadalajara (Mexico)
Virginia Polytechnic Institute and State University/Dhaka University (Bangladesh)
Virginia State University/University of Asmara/Ministry of Agriculture (Eritrea)

TIES–MEXICO

Indiana University/Universidad Nacional Autónoma de México
Michigan Technological University/Universidad de Sonora
Northern Arizona University/Universidad de Sonora
San Diego State University/Universidad Autónoma de Baja California
Southern Oregon University/Universidad de Guanajuato
Texas A&M University, Corpus Christi/Lamar University/Instituto Tecnológico de Saltillo
Texas Christian University/Universidad de las Américas
University of Arizona/Universidad Autónoma Chapingo
University of Connecticut/Universidad Autónoma de Baja California
University of Illinois, Urbana–Champaign/Universidad Autónoma de Querétaro
University of New Mexico/Universidad de Quintana Roo
University of Scranton/Universidad Iberoamericana
University of Texas at Austin/Benemerita Universidad Autónoma de Puebla
University of Texas at San Antonio/Universidad Autónoma de Guadalajara
University of Wisconsin–Madison/Instituto Tecnológico y de Estudios Superiores de
Monterrey–Querétaro
Western Illinois University/Universidad Autónoma de Querétaro

APPENDIX II

Lead U.S. Partnership Institutions by State (39 states represented)

Alabama

Tuskegee University
University of Alabama

Arkansas

University of Arkansas

Arizona

Maricopa Community College District
Northern Arizona University
Paradise Valley Community College
University of Arizona

California

California State University–Fullerton
Loma Linda University
Riverside Community College District
San Diego Community College District
San Diego State University
University of California, Davis
University of California, San Diego

Colorado

Community Colleges of Colorado
Red Rocks Community College
University of Colorado–Boulder

Connecticut

University of Connecticut

Delaware

University of Delaware

District of Columbia

American Association for the Advancement
of Science
American University
Howard University
National Association of Schools of Public
Affairs and Administration

Florida

Daytona Beach Community College
Florida A&M University
Florida State University
University of Florida
University of North Florida
University of South Florida

Georgia

Georgia State University
Spelman College
University of Georgia
University System of Georgia

Hawai'i

Kapi'olani Community College

Illinois

Southern Illinois University
University of Illinois–Chicago
University of Illinois, Urbana-Champaign
Western Illinois University

Indiana

Indiana University
Indiana State University
Purdue University

Iowa

Eastern Iowa Community College District
Iowa State University
Kirkwood Community College
University of Iowa
University of Northern Iowa

Kansas

Haskell Indian Nations University
Kansas State University

Maryland

Harford Community College
Johns Hopkins University
Prince George's Community College
University of Maryland Eastern Shore

Massachusetts

Middlesex Community College
Springfield Technical Community College
Suffolk University
Tufts University
University of Massachusetts–Amherst
University of Massachusetts–Boston
Worcester Polytechnic Institute

Michigan

Calvin College
Michigan State University
Michigan Technological University

Mississippi

Mississippi Consortium for International
Development
Mississippi State University

Missouri

Lincoln University
St. Louis Community College
Washington University

Montana

Montana State University

New Hampshire

Southern New Hampshire University

New Mexico

University of New Mexico

New York

American Museum of Natural History
Bronx Community College
Cornell University
State University of New York, Cortland
State University of New York–Morrisville
State University of New York–Albany

Nebraska

Metropolitan Community College

North Carolina

Duke University

Ohio

Case Western Reserve University
Cleveland State University
Columbus State Community College
Kent State University–Trumbull Campus
The Ohio State University
Ohio University
Tiffin University

Oklahoma

Langston University
University of Oklahoma

Oregon

Oregon State University
Southern Oregon University

Pennsylvania

Edinboro University of Pennsylvania
The Pennsylvania State University
University of Pittsburgh
University of Scranton

Rhode Island

University of Rhode Island

South Carolina

Clemson University

Furman University

University of South Carolina

Tennessee

Middle Tennessee State University

Tennessee State University

Texas

Houston Community College System

Texas A&M University

Texas A&M University-Corpus Christi

Texas Christian University

Texas Southern University

University of Texas-Austin

University of Texas-San Antonio

Virginia

Virginia Polytechnic Institute and State
University

Virginia State University

Washington

Highline Community College

Pacific Lutheran University

University of Washington

Walla Walla Community College

Washington State University

West Virginia

West Virginia University

Wisconsin

University of Wisconsin-Madison

University of Wisconsin-River Falls

Wyoming

University of Wyoming

APPENDIX III

Lead Overseas Partnership Institutions by Country (49 countries represented)

Afghanistan

Afghan University for Education
Kabul Education University
Kabul Medical Institute
Kabul Polytechnic
Kabul University

Angola

Agostinho Neto University

Bangladesh

Dhaka University
Independent University of Bangladesh

Bolivia

Universidad Autónoma Gabriel René Moreno
Universidad Católica Boliviana
Universidad Mayor de San Andrés

Botswana

University of Botswana

Brazil

National Confederation of Industry

Cambodia

Pannasastra University of Cambodia

Colombia

Universidad de los Andes

Croatia

Osijek University
University of Zagreb

Egypt

Al-Azhar University
Alexandria Institute of Technology

El Salvador

Universidad Centroamericana “José Simeón
Cañas”

Eritrea

University of Asmara

Ethiopia

Addis Ababa Commercial College
Addis Ababa University
Alemaya University
Bahir Dar University
Debub University Awassa College of
Agriculture
Mekelle University
Unity University

Georgia

Caucasus School of Business

Ghana

Institute of Local Government Studies
University of Cape Coast

Guyana

Ministry of Education

Honduras

Pan American School of Agriculture
(Zamorano)

India

University of Delhi
Vasavi College of Engineering

Indonesia

Institute of Technology, Bandung
State Islamic University Syarif Hidayatullah
Universitas Sam Ratulangi

Jamaica

University of the West Indies

Jordan

Yarmouk University

Kenya

Jomo Kenyatta University

Moi University

University of Nairobi

Laos

National University of Laos

Macedonia

South East European University

Malawi

Domasi College of Education

Malawi Institute of Education

University of Malawi, Bunda College of
Agriculture

Mali

University of Mali

Mexico

Centros de Capacitación Tecnológica
Industrial

Colegio de Postgraduados en Ciencias
Agrícolas

Consorcio Técnico del Noreste de México

Instituto Tecnológico de Saltillo

Instituto Tecnológico y de Estudios Superiores
de Monterrey-Querétaro

Universidad Autónoma de Baja California

Universidad Autónoma de Chapingo

Universidad Autónoma de Guadalajara

Universidad Autónoma de Nuevo León

Universidad Autónoma de Puebla

Universidad Autónoma de Querétaro

Universidad de Guanajato

Universidad de las Américas Puebla

Universidad de Quintana Roo

Universidad de Sonora

Universidad Iberoamericana

Universidad Nacional Autónoma de México

Universidad Regiomontana

Universidad Tecnológica de Fidel Velázquez

Universidad Tecnológica de Tabasco

Universidad Tecnológica de Tula-Tepeji

Universidad Veracruzana

Morocco

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